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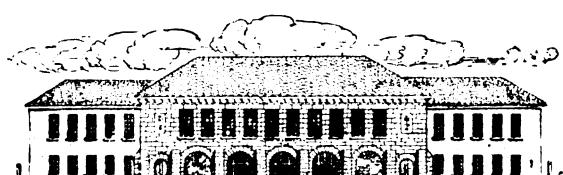
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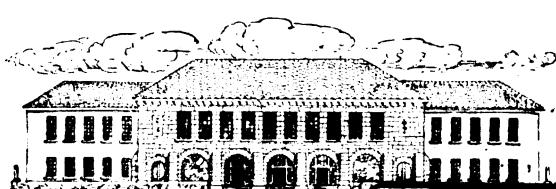


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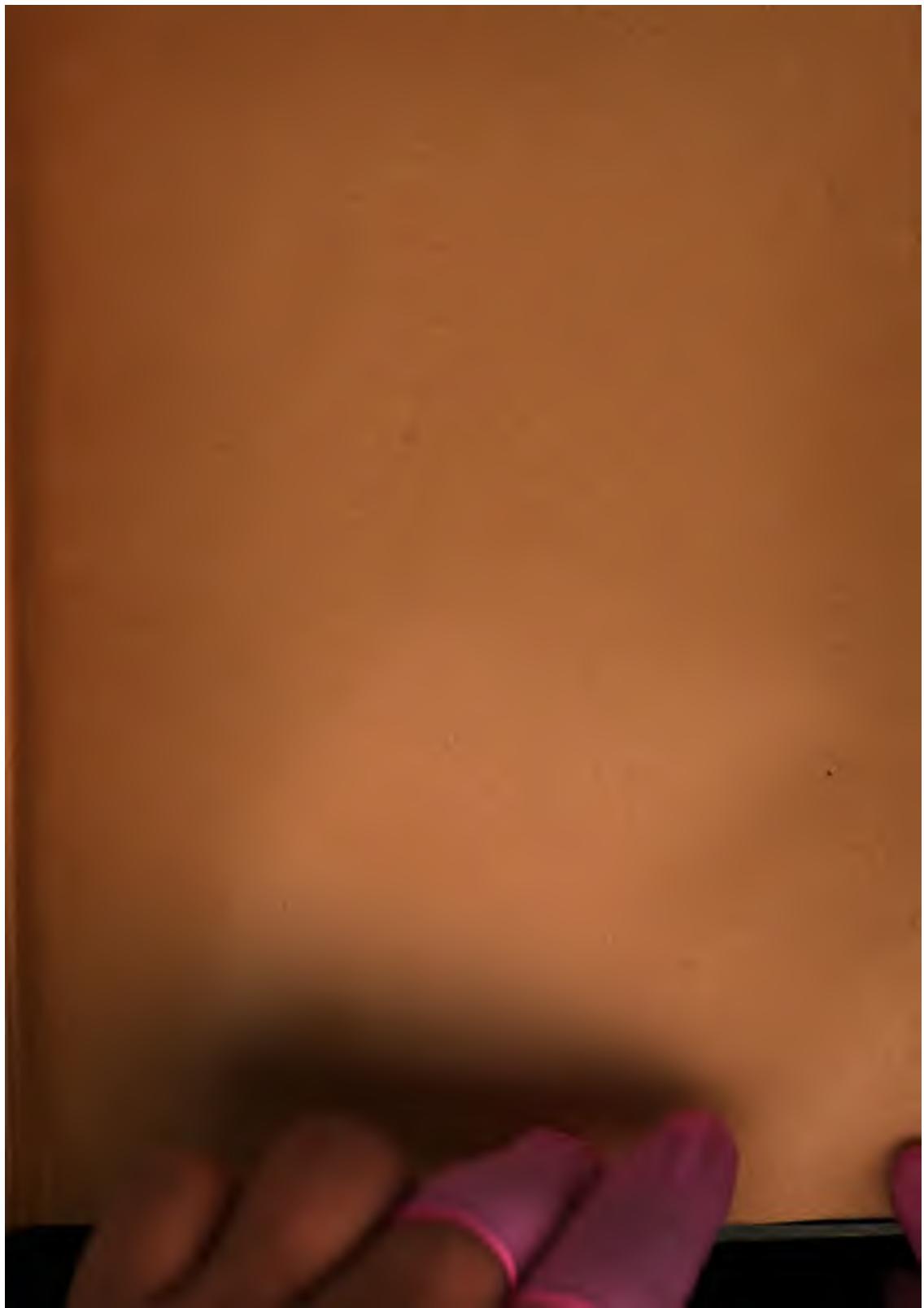




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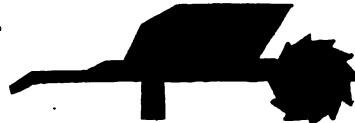
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**ALICE H. PUTNAM.**

# Kindergarten News

FOR EVERYONE INTERESTED IN CHILD LIFE.

*Prevention, Not Reform—The Kindergarten, Not the Prison—Is True Philanthropy.*

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No. 1

## ALICE H. PUTNAM.

By X. Y. Z.

The Whiting family was one of the early settlers in Chicago, whose active lives, true intelligence and spirituality of character formed strong foundation stones for the building of our city.

Do we stop often enough to consider how much more we owe to thought and character than to material things? Madam Whiting was a remarkable woman, and her large family of children as they have found their homes, some here and some in the East, have all been noted for the same strength of character and devotion to a life of use, as well as a large benevolence of heart.

With an appreciation of the value of education in a new city, two of the daughters established a school in Chicago, and in that school the principles of right living and true thinking were as carefully inculcated as any knowledge of science taught.

The educational bent of the family has been still more strongly brought out in the work of the youngest daughter, Mrs. Alice H. Putnam, the wife of J. R. Putnam of Chicago, in her kindergarten work.

Mrs. Putnam may be said to be the pioneer of the Fröbel system in the Garden City, and has done more than any other one woman in Chicago in winning public approval and public support of the kindergarten. Not only was

she the first regularly trained kindergartner in Chicago in point of time, but she has ever been on the alert to secure the truest and best expressions of art forms in kindergarten and training class. The impetus given to more nature study, the study of music, gesture and better color work has come into the Chicago kindergartens largely through Mrs. Putnam's recognition of what specialists in these lines had to offer the kindergarten student.

From the personal letters of Miss Peabody and Mrs. Horace Mann, Mrs. Putnam received her first kindergarten aspiration and inspiration. Feeling most keenly as a mother the need of that perfect understanding between parent and child, through which natural instinctive sympathy becomes a clearer insight, through a knowledge and practice of Fröbel's philosophy, Mrs. Putnam gave herself to the study of her own and other children, with all the devotion of a deeply religious and earnest nature. Recognizing the relation and dependence of all things outer, to inner spiritual conditions, Mrs. Putnam at once grasped the truth and the beauty of symbolism in Fröbel's philosophy, and was constant in the effort to apply it. Then, too, her intimate knowledge of children beyond the kindergarten age, has helped greatly in the application of Fröbel's principles in the school work.

One of the students in Mrs. Putnam's

first normal class asked her to give a little sketch of the way this life work came to her. As we know that every pupil of hers would be deeply interested to hear the story from her own lips, we give it in her own words:

"As you already know, I was born in Chicago and have always lived here except the first three years of my married life, which were spent in New York city. One of my earliest recollections, is playing about old Fort Dearborn with some little friends. There was one especial pile of cannon balls which the kindly officer, then in command, allowed us to use as we chose. I remember as if it were yesterday the genuine delight we all took in arranging them in symmetrical forms, and then taking turns in changing these according to our fancy. Only think—real cannon balls, a kindergarten gift.

"I was educated in a private school, taught by my elder sisters, and as I recall the requirements of this school, I realize that there was in it true "Child Study" and a desire to make each child a truly self-active being. The spirit—though of course not all of the external means employed in the new education of to-day—was there. The play hours were almost always spent in the good gymnasium, which with its apparatus was written down by many people in those, as in these days, a fad. Yet to this good wholesome bodily training, I owe a physique which has carried me through an immense amount of hard work, in fact I may safely say that in twenty years teaching I have never lost more than one month's time from illness. I was fortunate enough to have a very thorough training in vocal music and supported myself quite comfortably by my voice for some years. When I was about eighteen I was called to take care of the children of a sister who had died. The youngest child was a baby of about fourteen months, the eldest, a girl of twelve. Oh! the blunders and stupidities of those days, which came from a

lack of knowledge of children, for I being the youngest in our own family had not been led to see what a child's needs are. The position was far harder than that of a mother, to whom responsibility comes gradually. But I stayed with them for several years and a very warm love had to do duty for a positive lack of wisdom, and penalties had to be paid on both sides.

"I stayed with the children until my marriage, and it was when my first baby was about a year old that I heard definitely of the kindergarten, but it was not until my second little girl came that I resolved to take the training. Fortunately, my husband believed it was the thing to do as fully as I did, and we broke up housekeeping for an indefinite time, that I might go to Columbus, Ohio, to study with Mrs. Ogden, and have the little four-year-old girl in her kindergarten. I shall never forget the first morning spent in that kindergarten! It seemed to me indeed a "Paradise of Childhood." The activity, the freedom, the love, the law embodied in all that was done, impressed me deeply. On returning to Chicago, I opened a little kindergarten in my own house to which I invited about ten children. But interest in the work grew so rapidly that Mrs. Ogden was induced to come to Chicago for a year and take this work and begin a normal class also, which, when she returned to Columbus, was left with Miss Sara Eddy, Miss Josephine Jarvis and myself. When Colonel Parker came to the Cook County Normal school he asked me to take his kindergarten, which I was glad to do, for I wanted my older children in his school, and for several years I had the great privilege of working and studying with him. It is the high ideal of the work which Colonel Parker always places before his teachers which has helped me more than anything else to look and work for a larger and deeper unification of the kindergarten and school principles. I feel that the home education of my children

has given great opportunity to test the kindergarten theories every hour of the day from the cradle to the university, as well as in the special work in art and in musical education, and I believe with all my heart it is the most practical working chart that was ever put into a mother's hands.

"In 1881 I very unexpectedly and quite unwillingly consented to assume the direction of the work of the Chicago Froebel Association, which, as stated in the constitution, stands for the 'presentation of the kindergarten idea in such a manner as shall create a public sentiment in behalf of the kindergarten as a part of the public school system.' The association has done what it set out to do, and the feeling in our midst to-day owes not a little to the quiet, persistent faith and work of our members.

"If as an individual I have been able to help in the development of this work, it has been entirely due to two important factors. First, the unfailing support which my husband has given in all I have tried to do; for he has recognized just as fully as I have done that this trend to right living is the birthright of all children, and that it is our duty to do all that can possibly be done to secure these conditions for every child. He has held me to this when I have questioned many times whether or no I was getting too deeply into outside work to be consistent with the 'charity' which is said to 'begin at home.' The other factor has been the presence in our family for many years of one who in her spirituality, her culture, and her love of little children and of 'the neighbor,' was a beautiful embodiment of true womanhood—my eldest sister, Mary Whiting. Without her help I never could have gone on in this work. She it was, who when the children were little, took many details of care that most women are compelled to leave to untrained help; she it was who helped me to understand much which Froebel teaches concerning the 'inner' and the

'outer' manifestations of nature and the life of man; she helped me to select and to perform those duties which after all were the most vital ones in the home; she it was who counseled patience and forbearance in the struggles which always come when one undertakes an important work, and since she has 'passed on' my children are trying to do their part that I may have time and strength for the work I so dearly love. If I have done anything at all it has been because Providence has opened the way; and with the desire to lend a hand in this work at the 'fountain head,' this way has been made so plain and so easy, I could not have left it undone without being a traitor to the trust."

*Chicago, Ill.*

### THE POLITE THRUSH.

A WEAVING STORY.

BY HELEN EDWARDS.

"Look! look! Aunt Helen," said Elizabeth one morning last spring, "there is something white hopping on the lawn."

Aunt Helen looked and thought it was a rabbit, but when they had walked very quietly to the south end of the piazza they saw it was a dishcloth tipped up at one corner, and seeming to move of itself. Elizabeth was so surprised she gave a little shout, and a brown bird flew from under the cloth and sat on a tree near by.

"That must be a thrush," said Aunt Helen, "they like to begin weaving their nests with something white. I suppose he took a corner of the cloth in his bill, and the wind blew it all over him; it is too large to fly away with."

"But if it was smaller," said Elizabeth. "Then he could use it," said Aunt Helen. "Suppose I cut it into strips for him, and you and I sit under the pine tree, while I darn your stockings, perhaps we will see him at work."

Elizabeth was delighted, and ran to get her Aunt's workbasket, and they were soon seated where they could see

what became of the strips of cloth, without disturbing the bird. Before long he came hopping over the grass, pecked carefully at one of the strips, took it in his beak and flew away with it.

"I would like to see him weave his nest," said Elizabeth. "What is weaving, Aunt Helen?" "I am weaving now," said Aunt Helen. "You remember how your heel came right through your stocking, what have I done to it?" Elizabeth looked. "You've put ever so many threads from up to down across the hole," she said, "and now you are putting ever so many from right to left, but first you put a thread over one and under one all across, and the next time it goes under first and over second, all across, so the darn is as strong as the stocking. I want to see some more weaving." "Hold up your pinafore," said Aunt Helen, "isn't that like the darn?" "Yes, only the threads are smaller," answered Elizabeth, "and your basket is woven too, only made with little straws." "They make a strong basket all together," said Aunt Helen. "Birds use straw for their nest too, and hair and moss—but I wonder our thrush does not come back for another piece of cloth." "It wouldn't be polite to take it all," said Elizabeth, "he left some for the others."

The cloth disappeared, piece by piece, in the next few days, and Elizabeth was sure "the polite thrush" told his friends about it, and each one only took his share.

However that may be, Elizabeth's Aunt found a thrush's nest long afterwards, when the wind had called all the leaves off the trees and the birds had gone south for the winter. It had string and hay and earth in it, and just one strip of white cloth.

"I think you were right about the 'polite thrush,' Elizabeth," Aunt Helen said when she showed it to her. "I am glad one little girl knew what the thrushes would do, and cared to help them." "And if a great many little girls cared?" said Elizabeth.

Charleston, W. Va.

### STORY OF A CLOUD.

BY GRACE CARTER.

The trees were all bare and not a flower was to be seen, for they had all been tucked away in their snug little beds for their long winter's sleep. Cold December had come and the gray clouds covered all the beautiful blue of the sky, and many of the kindergarten children were wondering if the sun would never show his face again. They could not know that he had been trying very hard to shine for several days, because he loved to hear the glad voices singing "Good Morning, Merry Sunshine." But the clouds were all out for a holiday, and would not allow even one little sunbeam to pass.

The sun was not easily discouraged, and kept looking for a tiny opening where he might get out, and at last he found one. When the clouds saw the great round face of the sun they were frightened and only stayed long enough to say "Good morning," and then went flying away. All but one little cloud, who refused to return the sun's pleasant greeting, and instead of following her brothers and sisters this foolish cloud frowned and her face kept growing blacker and blacker.

Living in the beautiful sky with the sun and clouds were four brothers whose names were North Wind, South Wind, East Wind and West Wind. Now the East Wind saw how impolite the cloud had been to the sun and he said, "I think I must punish her in some way." So going to her he touched her gently and said, "I am going on a long journey to see my brother, who lives at the other side of the sky, and I am going to take you with me." She was taken up and carried oh, so fast, over fields and meadows, over mountains and valleys, until at last they came to West Wind's house. "Now," said East Wind, "you may play around while I go in to see my brother." At first the little cloud was quite happy, for there were many things that were new and strange to her, but

she soon realized that she was very far from home and that there were no clouds to play with her. She wondered why East Wind stayed so long, and at last she could bear her grief no longer and began to cry as if her little heart would break. The big, round tears came rolling down very fast, one after the other, and she was very unhappy. When East Wind came out and found her crying so hard he said, "Tears are often good to wash away our naughtiness, but I am sure you have cried quite enough; so if you will chase away every tear and bring back the smiles to your face I will take you home." It was a bright, rosy-faced cloud that came home to her brothers and sisters that night, and a wiser one, too, I am sure. And the next time I think she will not hesitate to say "Good morning" to the sun.

*Bethel, Me.*

### THE KINDERGARTEN AND THE SUNDAY SCHOOL.

By REV. WILLIAM W. FOSTER, JR.

The interest taken by KINDERGARTEN NEWS in the possible relation of the kindergarten to the Sunday school, has attracted the attention of church workers.

It is extremely unfortunate that some work done both in and outside the Sunday school has been called "kindergarten." It is not, and the tendency has been to prejudice people, who have seen no other, against the kindergarten.

Well-meaning people, anxious to use better methods, and yet without training, have undertaken some hand work and used some materials, and called what they did kindergarten work. They do not know that the kindergarten system is one of principles, and not of materials simply. Its aim is character building and not entertainment. It is ethical and spiritual.

The children under seven years of age may, very profitably, be taken out of the primary department of the Sunday school after the opening services, (the songs, prayers, collections and other exercises),

to a room by themselves. Here they should be seated in a circle, and the lesson of the day taught on the principles of the new education.

Teachers should remember that self-activity is one of the fundamental principles, and in the work briefly outlined above, that can be finely developed. Some churches have fallen into the bad habit of calling the primary department of the Sunday school "the kindergarten." From all such heresy, "Good Lord deliver us!"

A great deal of symbolism is introduced into the so-called kindergarten work in the primary Sunday-school class, such as crosses and hearts with words written inside. Another thing introduced into such methods is tragedy which the kindergarten spirit would carefully exclude, that nothing be taught to arouse the fears of the child. Whatever is taught to older children, those under six years of age should never be impressed with any thing but the good and the beautiful.

The children may be helped and teachers encouraged in this work, if the latter will seek to know the principles and spirit of the kindergarten system, and thus individually work these out in one's own field.

*Amsterdam, N. Y.*

*The Outlook* for November 30 has an article on "Suggestions About Myths and Fairy Stories" by Sara E. Wiltsie that all kindergartners will want to read. No one has made a more careful study of this subject as related to childhood, and the article is a summing up of the author's opinions as to its best treatment by parents and teachers. The same number of *The Outlook* has a description by Harriet C. Robbins of the kindergarten materials for the benefit of mothers.

The January *Good Housekeeping* is by "men only." Milton Bradley has an article on children's games and their influence on the home.

**"THE PLAY OF THE LIMBS."**

THOUGHTS SUGGESTED AT A RECENT MEETING OF THE ST. LOUIS FRIENDSOCIETY.

BY SALLIE A. SHAW.

While we view this picture, in which we see an intelligent, cultivated, spiritually-minded mother engaged in developing the soul and body of her child, we are looking at life from the "sunny side." Some one has said: "How can the reverse picture be ignored?"

What of hereditary?  
Of unfavorable circumstances?  
Of low social intercourse?  
Of the hard struggle for mere physical existence?  
Of the severe struggle for moral existence?  
Can such ever pass out of the threatening Death shadow into Life?  
Can fatal sloth be successfully shaken off?  
Does it not generate deep faults of character?

Does it not separate its victim from the healthy life around him? Is it not a bar to the glorious "participation" which is the birthright of the sons of God? Let grand industry work her charm.

And motherhood! Is there not enough instinctive knowledge and love in the universal mother heart to save her children from utter desolation?

Who can believe that the good men do die with them and is interred in their graves?

Who can look deeply into the history of the world's life and fail to take courage from the fact that the struggle of the moral over the physical nature is daily manifest? Let the eye of *Faith* discern the light in sweet *Hope's* hand! Let each of us "*Live*."

Mrs. Outing has a kindergarten at Schenectady, N. Y.

Miss Lucy G. Curson of Buffalo, N. Y., has been engaged by the board of education to take charge of the kindergarten department in the public schools at Olean.

**A NEW YEAR'S STORY.**

BY MINA B. COLBURN.

Once upon a time, not so very long ago, there lived in a beautiful palace, surrounded by a large garden, in the "Land of Somewhere," Father Year and his four children, Spring, Summer, Fall and Winter. One day Father Year said: "I have a surprise for you. Our dear friend Mother Earth has sent me a letter asking that you each may visit her, and it is best for Spring to go first."

Everyone loved Spring, for she was a dear, sweet girl, with such a bright, cheery face. At last the time came and she, with her three friends, March, April and May, who were to accompany her, said "Good-bye" to all in the palace, and with best wishes for a happy time, were off. At Mother Earth's home how they welcomed her—bright faces and cheery smiles were on every side, while "Spring has come" and "Spring is here" passed from lip to lip. The dear old sun peeped out to say "Good morning"; the very grasses put on their most beautiful dresses of green; the robins and the bluebirds came from the far South to sing to her, and the sleepy little leaf buds stirred in their cradles and, called by the gentle breezes, came creeping slowly out.

The clouds often took April for a ride in their chariot, where like a queen she was attended with hundreds and hundreds of tiny pages and messengers—the raindrops.

For May—bright May—the woodflowers blossomed; violets and lilies shed their sweetest perfume; snowdrops and daisies peeped out, while the tulips and daffodils nodded their stately heads as if to say, "Glad to see you"—"Glad to see you."

Listen—"Summer-time and vacation are coming," cried a small boy. "Sure enough," thinks Spring; "I must hasten home," and thanking everyone for the kindness shown them, she, with her friends, turned homeward. "I have

had such a splendid time," she said to the dear ones at home, "and the people can hardly wait, they are so anxious for Summer to come;" and that very same moment away sped Summer and in a twinkling was at Mother Earth's with her three friends, June, July and August.

For beautiful June hundreds and hundreds of roses came to brighten the land, and the sun loved her so much he stayed late and came early to greet her. July—jolly, jolly July—oh, what fun he brought. The little boys liked him better than all the rest, and hurrahed and clapped when they heard he was coming, for they thought of the "glorious Fourth," and such a time as they had with firecrackers, torpedoes, drums and flags, why children, the boys and girls were so happy they couldn't sleep for thinking about it, and the wonderful story that papa told them about this "Independence day."

July and August were great friends, and in many ways seemed much alike. They helped the oats, corn and wheat to ripen, and the pears to grow sweet and delicious, while the apples blushed with joy, and the jolly pumpkin almost split his sides with laughing at the thought of jack-o'-lanterns and the great Thanksgiving pies. The red and white clovers danced in the breeze, while if you listened, you could hear the buzz and hum of the busy bees as they went about their work. What good times the boys and girls had with Summer; oh, the tea parties and the picnics to the lakes and woods, and to grandpa's in the country, so much fun, it would take a long, long time to tell the whole story. Why, the people wasted Summer to stay always, but of course she couldn't, and one bright sunny day she left for home, promising to come again and bring the same three friends.

The people wondered if Autumn would make them as happy as her sisters, and surely she did, for there never was a better worker and loving helper. Now,

the children knew it was time to start for school and kindergarten and the farmer to gather his grain and vegetables, potatoes, apples and pumpkins. Where were Fall's friends, you ask? Oh, they were there and she, too, brought three, and long names they had—September, October, November. They seemed each to be working for the other. The sky wore such a beautiful blue dress in honor of September; the aster and the golden-rod bowed with dignity before her; the grapes grew sweet and luscious and hung in clusters of purple and red on the vines. When October drew near Mr. Wind became more merry and frolicsome than ever, and called to the leaves to put on their red and yellow dresses and come for a skip and a good time, and then he rocked the sleepy flowers till they nodded "Good night."

Then it was that Autumn whispered to the robins, bluebirds and swallows: "Ere long Jack Frost will be around and it will be rather cold here for your little families. Don't you think you'd better get ready to fly South?" At the same time she reminded the squirrels that when Jack Frost came the burrs would be opened and they could gather nuts and store them in their "log cabins" for winter use. The ants, spiders, flies and bees crept away into their homes, while even the drowsy caterpillars spun snug little houses for themselves on the branches of trees and tucked themselves away within them.

Before November left the people were so thankful for all their blessings that they set a day when everyone could thank the Heavenly Father for his love, and such a blessed Thanksgiving day it was—with its church services and its big dinner and its visit to grandpa's. Yes, and many, many little boys and girls heard the story of the first Thanksgiving party and of those Pilgrim mothers and fathers of long, long ago.

One day Mother Nature sent a few more snowflakes than usual and Father

Sun said "Good night" before supper time. Then Autumn left for home and hustling, bustling Winter came—came whistling and singing, stamping and blowing, and with him came December, January and little February; also roguish Jack Frost and hurly burly North Wind and whew! how cold it grew, and Mother Nature said to herself, "I must send more blankets to my children to keep them warm." Then down came the snow and covered the leaves and seeds and everything, and Winter tucked them in so nicely, while North Wind, who is really very obliging, whistled them to sleep.

Winter never went anywhere without his friend Jack, and together they painted the windows and froze the streams and ponds, and sometimes when the children hadn't warm clothes they pulled their ears and nipped their noses and toes. Winter brought flowers, too—roses—yes, he did; right on the children's faces, and told them to get out their sleds and skates. Soon the jingle of the sleigh bells was heard, and before long if you had watched you would have thought and asked, "Why is everyone so full of secrets?" and "Why do people look so happy—why do people have so many bundles?" Oh, can't you guess? Why, merry, merry Christmas time had come, with gifts, bells and Christmas trees and "Christmas odors on the breeze," while sweet carolers told the story of Jesus, "God's precious Christmas gift to men—the little babe of Bethlehem," and all the people in the world took up the strain and were glad and happy together.

January was the first to greet little New Year, named and christened by Father Time and welcomed by all. What with holly, Christmas trees, mistletoe and valentines, skating and sliding and sleighing, together with the long, cosy evenings by the fireside, the people had a most delightful time with Winter. But a telegram came one night from Father Year and it read this way:

LAND OF SOMEWHERE,  
PALACE BEAUTIFUL.

Winter, come home now, we need  
you. Lovingly,  
FATHER YEAR.

So Winter packed his trunks in great haste, for he was glad to go home, and hurried off, and once more the circle was complete.

Jamesstown, N. Y.

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MY SAND GARDEN.

By M. E. D.

How the children did enjoy our Thanksgiving work and play! The sand garden, especially, was so successful that a description of it may prove of interest to other kindergartners.

We had previously discussed the preparation for winter by nature and man, so when the day came for our real harvesting, the children were on tiptoe with expectation and eagerly performed their share of the work.

A river divided the sand garden into two unequal parts, the larger of which was the farm, and the other the domain of the miller. In one corner of the farm was the apple orchard with its tissue paper trees, its ladder, also cut from paper, and with appropriately colored beads upon the ground as fruit. In each of the potato hills were pieces of the real vegetable, and for onions, we used small bulbs. Brussels sprouts made excellent cabbages, and green tissue paper vines and leaves bore orange colored spheres for pumpkins. In the pasture were the cows and sheep, and near by a field of wheat, and one with real corn tassels sticking from the ground. The youthful carpenters tried hard to keep "straight" the fence of sticks, and were proud of their success. We did not forget the farmhouse, nor the barn, which was big enough to allow the toy horse and wagon to go in at the open door. Just inside the kittens were having a game of romps, while dignified Rover kept guard. Even the pig was in the sty.

To make the picture complete, we built

a bridge and a mill by the pond, using a Third Gift box cover for the gate. A water wheel cut from paper answered the purpose very well, as did a windmill of the same material.

Then all was ready for the real harvesting. The horse was driven down the road to the orchard; the apples packed in tiny wooden barrels, which were placed in the wagon. The horse was headed toward the barn, and soon the barrels of apples were safe inside, ready to be taken to the store. The children dug the potatoes and onions, picked the cabbages, storing them away for future use.

"Now for the wheat," said one of the children. So the wheat was cut down and taken to the barn where we pretended to thresh it with a small wooden flail. I showed the little people some grains that had come from a real threshing and sifting. These we put in bags and took across the bridge to the mill. After an imaginary conversation with the miller, the gate was lifted, the wheel went round, while one child played his hands were the stones. After the wheat was ground, the gate was lowered, and all was still, when suddenly a child found two bags outside the mill door. He knew they held flour for he put his finger in to see. Then the farmer came back, put the bags in the wagon and drove away, leaving some at the farmhouse for mother to use in making bread, and putting the rest in the barn to take to the baker by and by. Kernels of corn were taken from a real ear, put in bags and given to the man in charge of the windmill. Joe blew with all his might, the sails went round, and the bags of meal were taken away as before.

We said "thank you" to everything and everybody, and last of all, to the Father who made a harvest possible.

To illustrate the story of the first Thanksgiving, we represented England on one side of the sand garden and America on the other, with a space for the ocean between. On English soil

there were houses, churches, stores, etc., and a small edition of the farm to give a better idea of abundance in contrast to the barrenness of the American shore. There the children saw nothing but a forest of evergreen twigs and the wigwams of the paper doll Indians standing by. Then water was poured into the box until a "really truly" ocean lay between the countries. Each child put a shell on the shore, and with Plymouth-rock and the toy boat moored by an English landing place, we were ready for action.

The children of the Pilgrims said, "Good-bye" to their friends and to the farmyard creatures. Mother said, "Come," so Edward and Mary went with their parents to join the other Pilgrims on their way to the boat. While the Mayflower floated on the water, we tried to imagine what the people on board were thinking and doing. At last we came to America and the rock, and after landing put up our log houses.

Then we told of the famine and of the people going into the church to pray for the safe arrival of the ship, etc. You should have seen the children's faces when it came across the water as an answer to prayer. Our paper doll Pilgrims went to the Indian camp to ask them to the Thanksgiving feast. The "company" promptly came, and soon the white people and the Indians were seated peaceably together around the long table set out in the open air.

We left our Thanksgiving at this stage, by request, so that one of the upper grade teachers might show it to her children in the afternoon.

One child, at least understood, for at game time, after we had landed on Plymouth rock and were marching around to see what the country was like, he said: "Why can't we go up the bank," pointing to what we "grown-ups" know as Burial Hill. So we suited the action to the word and pretended to "walk up the bank."

*Providence, R. I.*

THE KINDERGARTEN MOTHER.  
FROM A PAPER READ BEFORE THE CONNECTICUT VALLEY CONGREGATIONAL CLUB.

BY MRS. ELLEN B. MERRIAM.

The mother of the future, trained to observe the operations of Nature's laws, both physical and mental will gain through the wonderful disclosures of the kindergarten system many truths. She will see how important it is that she enter into such perfect sympathy with her child that she can see things from the child's standpoint. How often we sorely wound the heart of a child because we do not understand that a thing is of any more importance to the child than we, with our wider experience, know that it really is in itself.

There is a story of a little girl who asked permission of her mother to visit a little playmate across the way; seeming to discern a dissent in the mother's face, she quickly added, "Please don't say 'No'; think a minute first." What a pathetic protest of the helpless against a hasty or inconsiderate answer!

There is another story of a little boy who said in sobbing tones as he came into the room and held up a pinched finger, "Look, father, how I have hurt it." The busy father, with a glance at the hurt finger, said, "I cannot help it." "Yes, you could," said the boy; "you might have said 'Oh!'" The kindergarten mother will say "Oh!" to her child's hurts with so much sympathy and yet so bravely and hopefully that ever after her boys and her girls will say "Oh" to their own hurts and to the hurts of others; it may be with tears, but with a ring of sympathy and courage and hope caught from the mother's voice.

Such a mother will listen to her child's questions with a patient interest and answer them if she can, or frankly say she cannot. It will take time, but she will be giving the child information, encouraging him to observe and inquire—two essentials for gaining knowl-

edge—to say he does not know when he does not, and what is perhaps of quite as much importance, holding him to come to his mother for answers to his questions as the years go on; for the child who is turned away with a careless "I don't know" will very early come to feel "It's no use to ask mother; she don't know."

The mother who has studied the laws which govern the nervous forces of her child will not harass him with continued directions to do this or that or not to do this or that. The story is more pathetic than funny of the little lost boy who could not tell his name, but when asked what his mother called him said, "Mamma calls me 'Willie don't.'"

Nor will such a mother expect instant obedience from her child, but will understand that her command must first reach the ear of the child, then pass to the brain, where it must wait until the present thought of the child is arrested and reversed before the child can obey. Yet little children are sometimes punished because they do not "obey instantly."

The mother who has studied the laws of Nature will have observed that Nature works out her punishments through the law of cause and effect. Nature does not beat us with a stick when we accidentally or carelessly or even wilfully touch fire. We get the pain, but it comes so plainly as the effect of the cause and so surely that we seldom fail to draw the true conclusion and let fire alone. But when the child can see no connection between the transgression and the punishment but the stick, and that uncertain, is it strange if he denies the justice of the punishment and despises the authority which is neither logical nor certain, and that while he may remember the punishment, he forgets to connect it with the transgression? The kindergarten mother will work out her child's punishment through the transgression. It will take more time, but it will establish in the child's mind

the law of cause and effect—a law under which all his life must be spent. It is upon this law, too, that she must depend in teaching her child personal responsibility for his actions, and in teaching him that hardest, yet most important lesson—to govern himself; for it is as true in Nature as in grace, that there is no remedy for sin but suffering.

*Springfield, Mass.*

### THE OAK TREE'S STORY.

BY ANNA L. THOMAS.

A little squirrel, one bright October day, was laying in his winter's store of acorns. As he frisked along over fallen trees and under bramble-bushes to his house in a hollow tree, he dropped an acorn, which rolled away and was lost. So he had to run back and get another.

The little nut which the squirlie dropped rolled off under a leaf and stayed there very still, all covered up so no one could see it. For it didn't want to be eaten up during the winter; it wanted to live and be something big and beautiful in this lovely world.

More leaves fell from the trees and covered it up warmer and warmer, and the little acorn thought, "Oh, I shall be nice and warm this winter with so many leaves over me!"

But pretty soon the winds blew very cold indeed and Jack Frost came very often, and the acorn began to wish he were in the squirrel's snug little house—or that the trees would send down more leaves to keep him warmer.

One night it was so very cold that the acorn shivered and shook so hard that its shell cracked open.

"Oh, dear," thought the acorn, "I must freeze out here all alone and no one will ever find me useful or beautiful. I wish I had not hidden from the squirrel, for I would have been with my little sister and brother acorns snug and warm, and when the squirrel ate me he would have said that I tasted good, anyway, and that would have been better than not doing or being any use in the world."

That night the snow began to fall. It fell faster and faster, and covered the ground thicker and thicker, and the little acorn began to grow warmer and warmer and soon fell asleep and slept all winter.

But in the spring the sun came out very bright and warm again, and the snow melted and flowed into the little streams and rivers. As each little snow-flake melted and ran away, it said: "Come, little acorn, it is time to wake up and be busy; we're all doing something." So it raised its little head and looked about. Sure enough, everything was busy. The snowdrops were blooming, the little blades of grass were beginning to peep through the ground and the leaves to bud on the trees. So the acorn said, "I must get to work, too," and pushed some little roots out through the crack which the frost had made in the shell.

Down these little roots went creeping into the soft, brown earth; creeping, creeping all about and fastening themselves firmly in the ground. Then out from this same crack in the shell came peeping two little green leaves, and they turned and grew up toward the sky.

The sun shone down and warmed the little plant, and it grew taller and stronger; leaves kept coming and branches spread out in different directions. The little acorn had become a tree.

As the lovely summer days went by and the sun warmed the roots and leaves, the sweet air blew through the branches and the gentle rains came down and fed the little tree, it grew larger and larger. In the winter it dropped its leaves and rested, and the next summer more leaves and more branches came. In a few years this little plant, which had once been the acorn dropped by the little squirrel, became a big oak tree, just like the one it had fallen from when an acorn.

One summer some little birdies came and built their nests in its branches and

were so happy and sang all day. Then the little baby birdies came out of the nests and grew up and sang in the branches, too. That summer little acorns grew on the tree, just the same sort of acorns as the tree had once been. Then in the fall little squirrels came and gathered them, just as that little acorn had been gathered. The oak tree waved its branches and whispered to the other trees, "Oh, now I am happy, for I am of some use in the world!"

But that night the trees' Fairy Godmother came—for trees have Fairy Godmothers—and said to them: "Tomorrow the woodman will be round cutting trees, and he will cut you down and send you away to a big city to be made into something useful. You think you will be very unhappy to leave the woods and that you cannot do any more good in the world. But you will be just as happy and of as much use as you now are if you are kind and good and love everybody. But," continued the Godmother, "all the trees here may have their choice as to what they would like to be, and I will see that they are sent to the places where those things are made."

So one said it wanted to be a church steeple, with a bell inside; another a part of a train of cars, that it might travel over many lands, and still another thought it would like to be a big ship and cross the ocean. All this time the oak tree was silent, and when the Godmother asked it what it would like to be, it said, "I should like to be in a kindergarten, where I hear there are always happy children; for I know there I shall be loved and can give many pleasures." You see the tree loved little children, and remembered when it was an acorn how they used to come into the woods and play with all the acorns, using the little caps for saucers and the nuts for cups. The next day the woodman came and cut down the trees. The branches were all cut off and the trunks hauled in wagons to a mill, where they

were sawed into planks. Then the planks were put in freight cars and the engine steamed away with them to a large mill in the city, where there were a great many men sawing, cutting and planing and making all sorts of nice things.

Here the planks which had been made from the oak tree were planed, polished, rubbed and sawed, turned in a machine, and passed from one man to another, each doing something more to the wood until, when the last man was through with it, they had made—can you think what? Some dear little chairs and a table. Then they went together to live in a kindergarten, where they are to this very day.

The oak tree had its wish and is very happy, because it is making little children happy and being useful in the world.

*Philadelphia, Pa.*

#### THE KINDERGARTEN PROGRAMME.

BY CAROLINE T. HAVEN.

The subject of the kindergarten programme has of late come into considerable prominence, and many are the arguments brought forward both for and against its use.

On one side it is claimed that not only is a programme in any form unnecessary, but that the following of one renders the work more or less mechanical and so detracts from the true kindergarten idea.

Again, it is often stated that the programme imposes on the children the thought of another, and in consequence their own freedom is curtailed and their own development dwarfed.

Kindergartners who accept these views of the question prefer instead to "depend on the inspiration of the moment," taking their lead directly from the children.

The topic of the day thus becomes a matter of chance. The blossoming of a plant, the new toy brought "to show to the others," some reference to the pleasures of last vacation time; any

occurrence in the neighborhood may suggest the thought to be emphasized during the entire session, or may give way to others that prove more enticing for the time.

The gifts and occupations are subject to the same fluctuations. Sometimes one child makes a choice for all, or again each chooses for himself the material in which he wishes to express his thought, but seldom does the kindergartner attempt suggestions or put obstacles in the way of the proposed plan.

The songs, the games, the stories are in like manner left largely in the children's hands, the kindergartner alone supplying what is absolutely necessary to carry out their wishes.

Here and there we see a kindergartner who can reach the desired end by such methods. Of keen intuitive powers, of a warm sympathetic nature and with absolute devotion to her ideals she seems almost to anticipate the thought of the children, and with rare tact and still more rare wisdom, she skillfully unites the fragmentary ideas into a complete whole. Filled with the thought that it is the child's privilege not only to be but to grow, she seeks only to supply the means for his free development and is content to wait for the fulfillment thereof.

She eliminates herself; she neither considers what the previous training of the child may have been nor into what hands they may pass as they leave her care. The present is to her the all important time and her point is gained when she sees the children's happiness in their kindergarten home, and feels their recognition of her as their older playmate and loving friend.

Such a kindergartner is a law unto herself, but is most worthy of respect and commendation by reason of the spirit in which she carries on her work.

Less fortunate in their results, however, are the many who attempt to follow her methods, since the inner light which guides her shines not for every

nature. The absence of a definite plan in most cases, produces only disorder. The desultory bits are never connected, and in thought and action alike, both kindergartner and children fail to realize that "day of days" when the "unity of all things" becomes visible.

By way of contrast we occasionally find the other extreme—the aim so clearly and definitely fixed that nothing can turn it aside. The season may be exceptional and springtime steal upon us unawares, but the programme has followed the almanac and such innovations cannot be considered. Three, six or ten years ago, Miss — in whose training class she received instruction was accustomed to have clay on Friday, and this conscientious kindergartner doubts the expediency of any change. Every exercise of the forenoon is regulated by the clock and no deviation from this is allowed. The story fits the occasion and any irrelevant suggestion on the part of the children is met by a gentle reminder of the main thought, and a skillful leading back into the desired channel.

Fortunately the extreme of this type of kindergartner is rare, but that there is a tendency with many towards such formalism cannot be denied. Especially is this noticeable where a number of kindergartners in different communities are under one supervision.

No one subject can appeal to all alike, since the environments give different experiences, and the kindergartner who attempts to follow closely a plan that has been arranged to meet other needs will find herself fulfilling only the letter of the law.

This brings us to the golden mean of the programme question—the combination of the desirable features of the extremes mentioned and of other types as well.

Without a clear idea of the previous condition and experiences of the child, without just as clear an idea of the next stage of development into which he will

grow, the kindergartner can have no good foundation for her work. No educator has more clearly defined the various stages of the child's development than Froebel, and the kindergartner should not fail to recognize these and to arrange her work with reference to the demands of each.

That this principle is often disregarded is plain when we see on the one hand the kindergarten that is hardly more than a nursery, and on the other the one that is hardly less than the school.

Power to take up the work of the school is the only result to be considered along this line, and the difficult mathematical combinations which occupy many children of six years, are as open to criticism as is the often aimless play of the miscalled "baby class."

The first duty of the kindergartner is to come to a distinct understanding of what in general the children need for their growth, and only then is she ready to arrange a programme which will best promote this growth.

Under such conditions no programme can become mechanical, for however carefully it is written out there will always be more between the lines for interpolations of much that cannot be foreseen. The unusual events whether of the individual home or of the larger neighborhood need not be neglected, the programme can well wait while a child through association of ideas is moved to tell a story of "when I was in the country," and song, game and story may be altered or omitted as circumstances make desirable.

Some form of programme is a necessity for the majority, since only through a definite plan can the habit of orderly thinking be reached, but it must be so elastic that it can be fitted to every occasion with no loss of time.

But some one asks why then have a programme if it cannot be carried out? Will it not be better for the kindergartner at the end of the day or week to look

backwards and note carefully what has been accomplished rather than to fail so signally in her attempts?

If our ideals are high, we never attain to them, but on our striving thereto we often pass our first low mark. We may attempt too much by our previously prepared plan, but like the boy who aimed at the sun, our arrow flies higher than if we had been content with a lower aim.

No good programme can probably ever be carried out in its entirety, but the value of a logical arrangement of all aims and of a definite purpose in their fulfillment cannot be overestimated in its direct effect on the kindergartner, and indirectly on the children. Feeling alone is not a safe guide but must be harnessed to thought if the will power is to be trained to noble ends.

As ordinarily presented, the programme is found wanting in one of two particulars.

On the one hand, the thought of the day, week, or longer period, is emphasized in morning talk, song, game and story, but is lost sight of in the gift and occupation.

Or again, the same main idea may be seen throughout every part of the programme, but the definite purpose of form or number is entirely omitted.

The ideal programme covers these two points, and while indicating a definite intellectual training, relates all that is done to the underlying thought. In the hands of a kindergartner who can recognize its possibilities and its limitations, the programme becomes a power, for only such can be ready to cast off all encumbering details and still keep firm hold of the essentials.

*New York City.*

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A recent ball for the benefit of the German kindergartens of Cincinnati netted \$917.

Mary L. Clarke has thirty-five little ones in her kindergarten at 608 Academy street, Kalamazoo, Mich.

## Kindergarten News

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### THE GOOD MOTHER.

BY ALICE C. BMAERT.

"Mother, dear Mother," cried the birdies one day,  
"Why did you leave us and go far away?  
We were so lonely, oh Mother so dear,  
In our little home, without you right here."

"Why children, dear children," sang the Mother  
so gay.  
"I was not gone long and not far away.  
I was finding you food in the hedge just close by  
That you might grow fast and soon learn to fly."

"Mother, dear Mother, please go once again,  
We little birdies will never complain  
For we know now, sweet Mother, so good and  
so dear  
That though when away your heart is right  
here."

Lexington, Ky.

### EDITORIAL COMMENT.

ONCE more we bid the readers of KINDERGARTEN NEWS a happy New Year and face the future hopefully. A brief review of some of the happenings of special interest in the kindergarten world during the year that is passed may not be out of place here. The celebration of Fröbel's birthday was more general and notable in this country than ever before. Occurring on Sunday it gave many of the clergy a suitable opportunity to preach about Fröbel and his gospel of right teaching and ethical living. Those observances which made the most impression on the public here in the East were the Boston demonstration and the festival at Teachers Col-

lege, New York, both occurring Saturday, April 20. Then came the inspiring Denver meeting in July, followed by the sad and utterly unexpected news of Miss Weston's death in August. During the following month the Fröbel Society of Great Britain and Ireland held a conference in London regarding "The Kindergarten Gifts and Occupations Considered in Themselves," four papers being read by Miss Clarke, Miss Nuth, Miss Phillips and Madame Michaelis. In October the Chicago Convocation of Mothers was largely attended for three days, and Rhode Island came to the front by providing a kindergarten department in connection with the annual meeting of the State Teachers' Association. Finally, as a fitting close of an eventful year, the International Kindergarten Union was reorganized at Boston, November 1, which event was celebrated the next day by a great public meeting and a private banquet of the faithful. To this summary should be added the fact that plans have been perfected for opening the Peabody House in Boston at an early date in the new year.

WHEN we look backward over the year to see what it has produced in the way of kindergarten literature we find the additions quite valuable. First on the list must be placed the new Fröbel Mother Play books by Miss Blow, with their companion "Pedagogics of the Kindergarten," a long time in preparation by Miss Jarvis, which appeared in the spring. The collection also includes Miss Harrison's "In Story Land," Miss Wiltse's "Myths and Mother-plays," and "Fröbel Gifts," by Kate Douglas Wiggin and Nora Archibald Smith, being the first of their series in "The Republic of Childhood." Mention should also be made of Miss Devereaux's book, "Outline of a Year's Work in the Kindergarten," and Mr. Monroe's "Educational Ideal." Speaking of periodical literature, the work of *The Kindergarten*

ten Magazine should be commended because of their publication of Miss Blow's Mother-Play Book Study Questions and the translation of Frau Schrader's manuscript, "Girlhood Days at Keilhau."

So far as this magazine is concerned the year has brought only a few changes, the prominent one being the slight enlargement of the pages, which occurred in October. It has been our aim, as in previous years, to give our readers the news of the kindergarten world as fully as possible, and to give them as much more helpful kindergarten literature as we could. Special efforts were made in September and December to report the meetings at Denver and Boston, and we have every reason to feel that those efforts were appreciated. Experience shows that it is not expedient to maintain all the departments that have been attempted in every issue of the magazine. KINDERGARTEN News will always have "Progress of the Movement" and "Editorial Comment," and is sure to contain something of interest to mothers. But it may not have a distinct space for the "Mothers' Corner," "Current Opinion," "Book Notes" or even "Personal Mention," although these different departments are bound to be represented several times each year. During 1896 there will be suggestions in each number in regard to the best methods of teaching the International Sunday School Lessons to the youngest children, the lessons of the following month being usually given, so that teachers can have ample time for preparation. Until very recently the editor had not supposed that it would be desirable to include a Sunday school department in a magazine devoted almost exclusively to kindergarten interests. But the relation between the kindergarten and the Sunday school has come to be such an intimate one that it must be fully recognized and carefully studied.

THE world of letters and the lovers of childhood are mourning the untimely death of Eugene Field, whom it was the editor's privilege to know in those far-away days when he was a student with Rev. James Tufts of Monson, Mass., and afterwards as a Williams College freshman. Of all the good things that have been written about him, this quotation from an article in The Christian Advocate, entitled, "The Poet of Childhood," is perhaps the best: "He knew how to sympathize with the little men and women; he studied them and loved to be with them; rejoiced with them in their joys and wept with them in their sorrows."

THE city of Worcester, Mass., has lately been treated to a discussion regarding the kindergarten and manual training which has proved decidedly interesting, and we hope instructive as well. On Saturday, November 23, there appeared in *The Evening Gazette* a letter from Prof. Charles F. Adams, an instructor in the State Normal school, setting forth the different items of expense now incurred by the city in behalf of the new educational methods, and estimating what it would cost to extend the kindergartens so that all parts of the town could be on an equality. It was asserted that the children of school age are at present poorly provided for, as regards proper seats, ventilation, etc., and that under such circumstances to multiply kindergartens would be manifestly unfair. Having established these premises Prof. Adams launched into an arraignment of manual training as practiced in the different cities and particularly in Springfield, of which the following passage is a fair sample: "'Motor training' may be desirable, but the public will be slow to conclude that a boy who wears out three suits of clothes to his father's one, who kicks out a pair of tops a month, who coasts and skates till he can hardly creep to bed, is in mortal danger from lack of

'motor training.' We may some day learn that the natural, spontaneous sports and games of childhood give a skill and an all-around training far superior to that of our artificial schemes." The editor who printed Prof. Adams' letter said in the same issue that at most points he was at variance with him, reminding him that he was too conservative. Six days later Superintendent Balliet of Springfield came to Worcester, by previous appointment, and delivered an address on "The Educational Value of Manual Training," before the State Teachers' Association, the text of the whole discourse being found in this sentence, "Manual training is not primarily hand training, but another form of mental training." The next afternoon, in the same issue of *The Gazette* that reported Mr. Balliet's speech, there appeared a letter from Mr. George B. Kilbon, principal of the Springfield Manual Training school, in reply to Prof. Adams. After giving somewhat in detail the advantages of the Springfield experiment, which has been managed with conspicuous economy, Mr. Kilbon adds: "Manual training advocates are not a set of ambitious treasury thieves, as your correspondent intimates, but we are in intense sympathy with our boys who justly hunger for a knowledge of tool using, and believe that we are following the best known plan for carrying out, in a city of the present day, the conviction of 'our forefathers' that the foundations of a republic are unstable if its children are not educated to work." In summing up the whole matter *The Gazette* remarks: "It is rather a pity that Worcester should wait to have manual training forced upon it by the state legislature."

AT this holiday time, when the children in the kindergarten are talking and singing about the "merry, merry Christmas bells" and the New Year, who comes "shaking my bells

with a merry din," the thought of being a sweet-toned bell is helpful. As the Churchman says, "The sweet-toned bell rings out sweetness, however gently or rudely it is struck, while the clanging gong cannot be so touched as not to respond with a jangle. There is the same difference in people." Be a sweet-toned bell.

IN the December *News* reference was made to the fact that as yet Massachusetts has no kindergarten department in the state association of teachers, and spoke of Miss Fisher's paper at the fifty-first annual meeting, held here November 29 and 30, as "the only kindergarten 'number' on the list." While the former statement is true yet there was something else of definite interest to the guild. This was to be found in the addresses of Principal E. Harlow Russell and Mr. T. L. Bolton, upon "Some Aspects of Child Study" and upon "Child Activity," respectively. Prof. Russell in closing his paper, described an experiment recently conducted under his direction in the kindergarten of the Worcester State Normal school, in the use of first, gift balls; second, gift beads; third, gift boxes, sewing cards and tiles with pegs larger than the common size. The association recognized the kindergarten by placing Miss Lucy Wheelock and Miss Laura Fisher of Boston, upon the committee on courses of study and of school programme; also, in the reports of the committee on resolutions and on legislation, the eleventh paragraph of the former reading as follows: *Resolved*, That the kindergarten should be recognized as an integral part of our public school system in towns and cities of 10,000 population and over. The latter contained a similar recommendation, to the effect that kindergartens be made a compulsory part of the educational system in places of 10,000 inhabitants and over.

## THE SUNDAY KINDERGARTEN.

LESSONS FOR JANUARY.  
BY MARY S. THOMPSON.

Impress the children with the importance of being punctual. A simple device like the following may be employed with good results. With colored pencils rule off a large sheet of cardboard into square or oblong checks, leaving sufficient margin at the left side for the list of names, and at the top for a fancy heading and the names of the months. A package of round, gummed paper dots will also be needed (send for 459A in Bradley's catalogue). Begin promptly on time by calling the roll from this chart, which should be hung in a convenient place. As each child responds place a dot in the check opposite his name (red through January, orange through February, and so on). Simple prizes may be offered, if desired, to those receiving the most of these punctual points. If the wee ones are encouraged to respond with a pleasant "good morning," and the older children with a Bible verse, this exercise will become very interesting and valuable.

Another important thing to secure is the co-operation of the mothers. Make a little effort to get them to subscribe for the *KINDERGARTEN NEWS*. They will if you ask them. Then they will know what we are doing week by week, and will be prepared to work in harmony with us. All material mentioned in these programmes can be procured of Milton Bradley Company. The Sunday school models are particularly valuable as helps in presenting the lessons, because they enable the teacher to convey accurate ideas of the real objects.

## FIRST SUNDAY, JANUARY 5.

The Forerunner of Christ.—*Luke 1:5-17.*  
GOLDEN TEXT.—Thou shalt go before the face of the Lord to prepare His ways.—*Luke 1:76.*

TINY TRUTH.—God needs our help.

TINY PRAYER.—Help us to be willing little boys and girls.

## METHOD.

ROLL CALL.—Response, *Prov. 3:6.*

TINY SONG OF GREETING. Tune, "A Merry Little River," in "Finger Plays." Words:

"We give a merry greeting  
With head and tongue and hand;  
We wish to say 'Good morning'  
To all this happy land.  
We bow our heads so gently, (Bow)

Our hands will speak this way, (Gesture of greeting)  
Our tongues will sweetly sing it  
This pleasant Sabbath day."

Repeat the Lord's Prayer and the Tiny Prayer.

## TINY REPRODUCTION STORY.

The good old priest Zacharias and his wife, Elizabeth, had been praying that God would send them a son. One day, while Zacharias was serving in the temple, an angel came to tell him that God had heard his prayer and would send a dear little baby boy into his home. His name should be John; he would grow up to be a good man and would lead many people to know Jesus.

Represent Zacharias with a Sunday school man and the temple with Sunday school blocks; stand a picture of an angel near by. Reproduce the story by easy questions.

Give each child some rings and a few colored sticks and let him illustrate the story upon the table. A charming Zacharias can be made with two rings and four sticks; rings for head and body, sticks for arms and legs, beads for eyes and mouth. Such devices hold the attention wonderfully. The story can be repeated over and over without the slightest manifestation of weariness on the part of the little ones. The song selected for the week should contain the *spiritual* truth you wish to impress. This is a very effective way of pointing the lesson. Close with a march.

The teacher has now prepared the way for the Bible reading; created an appetite, as it were, for the truth. The week following the teacher's presentation of the lesson the mother should read from the Bible, *Luke 1:5-17.* Explain unusual words and customs. Talk of other instances of answered prayers. Other visits of angels. Interesting incidents in the life of John the Baptist; his life in the wilderness, food, clothing, etc. Talk about bees, locusts and camels. Teach response for next Sunday.

## SECOND SUNDAY, JANUARY 12.

The Boy Jesus.—*Luke 2:40-52.*

GOLDEN TEXT.—Jesus increased in wisdom and stature, and in favor with God and man.—*Luke 2:52.*

TINY TRUTH.—The fear of the Lord is the beginning of wisdom.

TINY PRAYER.—Help us to grow in wisdom.

## METHOD.

ROLL CALL.—Response, first half of *Prov. 9:10.*

## TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

## TINY REPRODUCTION STORY.

Review briefly the story of Christ's birth. When Jesus was twelve years old he went with his parents to Jerusalem to a feast; a great many friends went with them. When it was time to go home, Mary and Joseph went a day's journey before it was known that Jesus was not in the company. They went hastily back to Jerusalem and found him in the temple talking with the wise men. He was a loving, obedient little boy, and willingly went home with his parents and was subject unto them.

Repeat Golden Text in concert. On the sand table represent Nazareth, Jerusalem, the temple and the road (tape) over which they traveled. Let some of the wee ones take turns in playing that Pointer finger was going to take a journey, as they trace the way a little couplet may be repeated for variety:

"From Nazareth to Jerusalem,  
Pointer shall go then back again."

Reproduce the story by questions meanwhile, and again from the picture cards. Teach lesson song. Close with a march.

MOTHER TALKS.—Read *Luke 2:40-52.*

Tell other incidents in the childhood of Jesus given in *Luke 2.*

Talk about the Golden Text, and speak of things we can do to make us grow physically, things we can do to make us grow mentally and spiritually. Teach response for next Sunday.

## THIRD SUNDAY, JANUARY 19.

The Ministry of John the Baptist.—*Luke 3:15-22.*

GOLDEN TEXT.—Behold the Lamb of God, which taketh away the sins of the world.—*John 1:29.*

TINY TRUTH.—Christ died for us.

TINY PRAYER.—Help us to know Jesus.

## METHOD.

ROLL CALL.—Response, *John 3:16.*

## TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

## TINY REPRODUCTION STORY.

John grew up to be a good man. He lived in the wilderness and many people went to hear him tell about Jesus and be baptized. One day Jesus Himself came to be baptised in the river Jordan, and God spoke so that all the people heard and said: "Thou art my beloved son; in thee I am well pleased."

Give the children paper and colored pencils and let them illustrate the story as you repeat it, no matter how crude or grotesque the drawings the children will be intensely interested in the work of their own fingers and to them the funny marks will easily stand for river, preacher and people. Let them mark a cross to represent Jesus. At the close of a lesson I take up a Bible and say: "This story is told in the Bible, ask mamma to read it to you," then we say in concert:

"This is the Bible, God's own precious word,  
In it is the story we have just heard."

Teach lesson song. Close with a march.

MOTHER TALKS.—Read *Luke 8:15-22.*

Explain unusual words. Tell what John meant by the wheat, the garner and the chaff.

Speak of the Eastern fan, and the process of separating the wheat from the chaff. Speak of verse 21, and of the necessity of openly professing our faith as Jesus did. Teach response for next Sunday.

## FOURTH SUNDAY, JANUARY 26.

The Early Ministry of Jesus.—*Luke 4:14-22.*

GOLDEN TEXT.—His word was with power.—*Luke 4:32.*

TINY TRUTH.—The Bible is his word.

TINY PRAYER.—Help us to love thy word.

## METHOD.

ROLL CALL.—Response, *Ps. 30:5.* In his word do I hope.

## TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

## TINY REPRODUCTION STORY.

A great many years before Jesus was born, the Bible told about him, it said that he would go about doing good, heal the sick, give sight to the blind, preach the gospel and be a Saviour to the people. One Sabbath he went into the synagogue at Nazareth and read to the people what the Scriptures said

about him, but they would not believe he was the promised Saviour and tried to kill him.

Represent a Jewish roll, and read from it some of the prophesies relating to Jesus and John the Baptist. Reproduce previous lessons upon the sand board. See lesson for December 29 in November number of *KINDERGARTEN NEWS*. Read from the roll the prophecy concerning the birth of Christ in Bethlehem, *Micah* 5:2. Consult a teachers' Bible and select only those prophecies whose fulfillment we have already studied. Talk about the lesson picture. Teach lesson song. Close with a march.

MOTHER TALKS.—Read *Luke* 4:14-22.

Explain unusual words and customs. Speak of verse 16, and impress the children with the importance of regularly attending church upon the Sabbath. Explain and give example of prophecies. Teach response for next Sunday, *Luke* 5:24.

#### THE SUNDAY KINDERGARTEN.

##### LESSONS FOR FEBRUARY.

##### FIRST SUNDAY, FEBRUARY 2.

The Power of Jesus.—*Luke* 5:17-26.

**GOLDEN TEXT.**—The Son of Man hath power upon earth to forgive sins.—*Luke* 5:24.

**TINY TRUTH.**—Jesus knows our sins.

**TINY PRAYER.**—Forgive us our trespasses.

##### METHOD.

**ROLL CALL.**—Response, Golden Text.

**TINY SONG OF GREETING.**

The Lord's Prayer and the Tiny Prayer.

**TINY REPRODUCTION STORY.**

One day Jesus was in a house preaching to a great crowd of people. A sick man was brought upon a bed by four men; they felt sure if he could be got to Jesus he would be healed. They could not possibly get through the crowd, so they took the poor sick man to the top of the house and let him down through the roof. Jesus knew that the man had done wrong things which had probably caused his sickness, so he not only made him well but forgave his sins also. Only God could do this. Who will forgive our sins? Repeat the Golden Text by turn and in concert.

Represent the house with Sunday school blocks, the crowd with Sunday school men. Let the cross represent Christ. A Sunday school man upon a

bit of cloth may be let down through the top of the house to represent the palsied man. If any are inclined to think this too much play, let them study the Master's method of teaching. It seems to me that this is in harmony with it—parables and illustrations for the older people, play and object lessons for the little ones. Reproduce the story by questions and answers and again from the lesson pictures.

Teach the lesson song. Close with a march.

**MOTHER TALKS.**—Read *Luke* 5:17-26.

Explain unusual words and customs. Give a little missionary talk about helping people get to Christ. Tell the children that we may have sick souls as well as bodies. Teach response for next Sunday.

##### SECOND SUNDAY, FEBRUARY 9.

**The Sermon on the Mount.**—*Luke* 6:41-49.

**GOLDEN TEXT.**—Why call ye me, Lord, Lord, and do not the things which I say.—*Luke* 6:46.

**TINY TRUTH.**—We must obey Jesus.

**TINY PRAYER.**—Help us keep thy commandments.

##### METHOD.

**ROLL CALL.**—Response, last part of *Josh.* 24:24.

**TINY SONG OF GREETING.**

Repeat the Lord's Prayer and the Tiny Prayer.

**TINY REPRODUCTION STORY.**

Here is a story that Jesus told. Once there was a man who built his house upon a rock. A big flood came but it could not move the house. Another man built his house upon the sand, and the flood swept it away. Jesus wants us to learn from this story that we will not be strong to resist temptation unless we obey Christ. It is always safest to do just as the Bible tells us.

Represent the story upon the sand board. Let one child personate the wise builder, the next the unwise builder, and so on. Use folded paper houses, rocks and sand. The children can represent the stream with their right hands, which they may move around to overthrow the houses built upon the earth.

Draw the picture upon the blackboard with colored chalk. Let the children direct your work; you can assist them by judicious questions but let it be a sort of memory test exercise.

Teach the lesson song. Close with a march.

MOTHER TALKS.—Read *Luke 6:41-49*.

Explain unusual words. Tell the children that every one of us has a storehouse (the heart). We can fill it with good or bad feelings, as we like; the mouth tells just what is in there; sharp words show that there are wrong feelings, gentle loving words kind feelings. Teach response for next Sunday.

THIRD SUNDAY, FEBRUARY 16.

The Great Helper.—*Luke 7:2-16*.

GOLDEN TEXT.—They glorified God, saying, that a great prophet is risen up among us.—*Luke 7:16*.

TINY TRUTH.—Jesus loves us.

TINY PRAYER.—Help us to love one another.

METHOD.

ROLL CALL.—Response, *1 John, 3:18*.

TINY SONG OF GREETING.

The Lord's Prayer and the Tiny Prayer.

TINY REPRODUCTION STORY.

Jesus loves everybody in this world, very, very much, and when he lived upon the earth was constantly helping people.

Once a young man was very sick and Jesus healed him by just a word and without seeing him at all. Soon after this he saw a poor widow who was feeling very sorrowful because her only son was dead. Jesus pitied her and raised her son to life again. The people thought Jesus was a very wonderful man.

Repeat the Golden Text in concert. Distribute the lesson pictures and reproduce the story by questions and answers.

Speak of the things little children can do to help others, with their feet, eyes, tongue, hands, etc.

Say: I am going to give each of you a picture of your own little right hand; you may carry it home and ask mamma to let you sew it (let each child place his hand, fingers spread, upon a piece of paper while you "take the picture" by tracing around it). I want you to think of all you can do with your hands to help people this week, and tell me about it next Sunday.

Explain that thinking of things is not enough, we must love "in deed."

Teach the lesson song. Close with a march.

MOTHER TALKS.—Read *Luke 7:2-16*.

Explain unusual words and customs.

Tell how favors are sought in the East. Impress the truth that we do not need to send messengers but may go directly to God ourselves. Let the children sew the hands and suggest ways in which they can help. Teach response for next Sunday.

FOURTH SUNDAY, FEBRUARY 23.

Faith Encouraged.—*Luke 8:41, 42, 49-55*.

GOLDEN TEXT.—Fear not; Believe only. —*Luke 8:50*.

TINY TRUTH.—Jesus will help us.

TINY PRAYER.—Help us to believe Jesus.

METHOD.

ROLL CALL.—Response, Golden Text.

TINY SONG OF GREETING.

The Lord's Prayer and the Tiny Prayer.

TINY REPRODUCTION STORY.

A man by the name of Jairus had a little girl who was very sick, and he asked Jesus to come and heal her, while Jesus was busy healing a poor sick woman, and while Jairus was waiting, some one came to tell him that it was too late for Jesus to help his little daughter, for she was dead. Then Jesus said the words of the Golden Text. He went to the dead girl's bedside and said, "Maiden, arise," and she got right up and was well again. All her friends were very glad and thankful.

Tell the story again, after asking the children to supply a word when you pause. Example: A man named —? had a little —? who was very —? and he asked —? to come and —? her. After reproducing the story in this way, ask some child to tell it, and you help the other children supply the words.

Ask the children in turn to tell something about the lesson picture. Teach lesson song. Close with a march.

MOTHER TALKS.—Read *Luke 8:41-42, 49-55*.

Explain unusual words and customs. Teach response for next Sunday.

Miss Eleanor Griffey has charge of the Elizabeth street kindergarten at Youngstown, O., with Miss Mabel Ashbaugh as assistant. There are thirty-five names enrolled, with an average attendance of twenty-five. Special care is taken to cultivate religious feeling in the children, and a good deal of clothing has been given out among those who are needy.

## REPORT FROM ATLANTA.

BY A VISITING KINDERGARTNER.

The Educational Committee of the Woman's Board of Managers of the great Cotton States and International Exposition at Atlanta have reason to congratulate themselves heartily on the results of their educational exhibit, although they have had serious difficulties and hardships to contend with in showing what the new education might do for the new South.

From the first, obstacles have served only to call out a spirit of determination on the part of all concerned, a determination to do the best, in face of discouragement, which argues well for the teachers of the South.

This Educational Committee, largely made up of Atlanta teachers, with Miss Nettie Sargent as chairman, assumed the whole financial responsibility for the support of a kindergarten and primary school, one to be held in the Woman's Building, the other in the Model School. Atlanta had nothing to offer this committee save good-will, having been previously drained by other calls from various committees.

After a thorough canvass of the prominent educational institutions of this country, promises of funds sufficiently large to carry the plan through were secured. It is needless to say that this method demanded labor and time from those interested; especially Miss Sargent, who has given nearly every hour of her time, out of the classroom, to the work for twelve months.

Many of the educational institutions which said "Go ahead and open this educational department at the Exposition, and we will see you through," have failed to do anything more than this when the time came to pay the amount promised, so that the deficit has been made up by the teachers on the committee out of their salaries. I know no greater proof of their enthusiasm than such a test!

The committee, finding themselves short on finances, have from the first had to be willing to do what they could, and cheerfully give up what was to them impossible.

For the kindergarten department they secured the services of Miss Mary D. Hill of the Louisville Free Kindergarten Association, and for the primary school Miss Minnie Holman of Peabody Normal School, Nashville, Tenn.

When Miss Mary Hill signed her con-

tract last June, she supposed her assistants would be fully trained kindergartners, either from Louisville or some other well-known training school, as did also the Educational Committee at that time.

When September came, they found their finances too short to employ fully trained assistants for Miss Hill, as both they and she expected. At the last moment the committee employed local kindergartners with practical or incomplete training, who could work for the low salaries which the committee was forced to offer.

When Miss Hill and Miss Holman reached Atlanta they found very different conditions from those they expected when they signed their contracts. Instead of having trained children and fully trained teachers, as they had in the kindergarten at the World's Fair; the little children were the crudest material possible to bring before the public. So, instead of seeing results of the new education, the visitors saw the painful processes of undoing the training of the old school. The little ones came from an institution, and were children many of whom had terrible inheritance and life histories; these facts, and the unnatural environment of a large institution instead of home, made them material suited to many months of careful, wise training in private, rather than results to be shown the public. They could not show the results of the new education, for they were typical products of the old idea of government from without only, with no appeal to self-government.

As soon as the children were out from under the external force of the institution, they were intoxicated with the sense of freedom, mistook license for liberty, and thought freedom lay in doing the opposite of anything requested or suggested, even when it was to their evident advantage to comply. After weeks they discovered that tenderness and gentleness were not weakness, and began to understand appeals to self-control.

In the main, the children were very free indeed of self-consciousness. In a few days, both teachers and children ignored the visitors and adjusted themselves to the presence of the crowds, who laughed and remarked upon all that was said and done, not regarding the signs posted everywhere, requesting silence and no interference with the children or teachers while at work.

The only time I saw traces of self-con-

sciousness in the children was when individual children were passing through the delicate process of correction. Then thoughtless, ignorant visitors would remark upon the so-called bad child, saying with a laugh, "How cute." Miss Hill felt for the children's sake that they ought to be carried out of this room, away from the gaze of the public, during correction. This, in general, is a poor method and arouses criticism, but it was the only way to protect the child under these circumstances, so trying to both child and teacher.

When the Exposition opened there were few normal children in the kindergarten; they were wanting in that child-like quality, confidence, and nothing seemed to appeal to them permanently; but, though it has been a slow, painful struggle and the Exposition is near its close, all save three of the children have yielded to the new treatment, losing their abnormalities and becoming truly childlike. These three are children whose inheritance fills one with pity and sympathy; but they, too, are yielding, though slowly, and it is just a question of time and repetition until good habits can be formed. The usually efficacious "ignoring" method could not be used with success, as the audience would not ignore, although the teacher did.

The kindergarten was situated in the most prominent part of the Woman's Building, which in turn was situated in the most prominent part of the grounds. The crowds visiting the kindergarten have been tremendous. Two or three hundred persons would stop to see it for a few moments, and then they would be replaced by another crowd equally as large. Although every effort was made to prevent it, the visitors would, even at the most critical moment for both teacher and children, lean over the railing and toss money, candy or pictures to the children. As this was due to ignorance and good-will toward the children, it was exceedingly hard to manage.

As a visiting kindergartner, I was, of course, deeply interested in Miss Hill's problems with difficult children and large audiences, so offered my services for the few days I was in Atlanta.

Although a kindergartner of eight years' experience, with a kindergarten of seventy-five to one hundred children in the slums of one of our large cities, I never had my art so put to the test as during these few days. After my experience I felt the assistants did admir-

ably, considering their incomplete training and want of experience. In addition to the entire responsibility for the children while in the circle and even while they were at the tables, Miss Hill was principal and musician; and yet she found opportunities to explain the work, kindergarten principles and methods to hundreds of mothers and teachers, and won the admiration of many for what was to them a new educational idea.

The employees in the building have marked the change in the children, the tenderness and patience of the teachers in bringing this change about. One woman, in charge of the check department in the hall adjoining the kindergarten, said she thought a mother only could show such tenderness and patience with children, but she never saw "any mother work for children as did those kindergartners."

Miss Holman expected to have charge of one grade of primary children but instead, found herself in charge of all ages and grades from seven years old up to twelve and fourteen. These children too were from an institution, and had been trained according to old educational ideas. Consequently, her work also was to undo, but she accomplished much and won the hearts of both the children and the visitors. Miss Holman is a woman of character and power, and did much to bring out fine powers of concentration and self-control in her pupils.

The Educational Committee may rejoice that they secured two such conscientious and indomitable workers as Miss Hill and Miss Holman, who have done anything and everything to make the educational exhibit a success. It has demanded from both, character and grit, to work under conditions which fell far below their ideal and the former work of each in their respective departments of education.

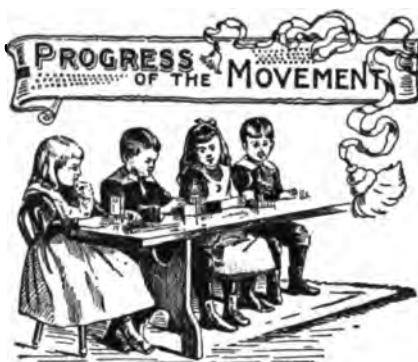
The kindergarten could not represent Louisville training, as only one of the three teachers was from Louisville, the other two having taken what training they did have elsewhere—the one in the East, the other in the South.

The primary work could not represent Miss Holman's work at Peabody Normal of Nashville, as she had no regular grades, but children of all ages, sizes and abilities.

*Louisville, Ky.*

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Miss Maria P. Smith has been appointed kindergartner at the Joseph Brown school, Holmesburg, Pa.



We invite short letters for publication in this department, showing the growth and extension of the kindergarten movement all over this country.

CHICAGO, ILLINOIS.

The fall term of the normal department of the Free Kindergarten Association closed December 18th with an enrollment of ninety-five members. The term has been characterized as one of unusual interest, progress and enthusiasm. The aim of the normal department under the direction of Miss Anna E. Bryan is to lead the teachers to the art of kindergartening. The time spent in this special department of education is altogether too limited to attempt to supplement lack of previous training. It is necessary, therefore, that only such applicants be admitted as have had educational preparation for the profession. To enter this department one must either present college or high school diploma or pass an entrance examination. Pupils who show their adaptability for the profession are enrolled as full members after two months' trial in the normal class and practice in the kindergarten. In addition to the specific kindergarten work under the direction of Miss Whitmore and Miss Bryan, Prof. L. C. Monin of the Armour Institute has lectured each week on pedagogy to the senior classes; Prof. H. H. Donaldson, from Chicago University has just completed a course of lectures upon the "Growth of the Brain"; Prof. Charles Sprague has given to all students of Armour Institute a course of art lectures on the school of Barbizon, and the musical department has been under the direction of Miss Mari Hofer. The winter term has many good things in store, as Prof. Dewey, from the Chicago Uni-

versity, is to give a course of lectures upon psychology; Miss Josephine Locke, Prof. Roney, Dr. Gunsaulus and others are down on the programme. The high standard of the normal department as outlined by the principal and superintendent is maintained and supported by the co-operation of the association with President Gunsaulus and faculty of Armour Institute.

E. B. LAINE.

PAWTUCKET, RHODE ISLAND.

The new kindergarten cottage which is to be erected on Cherry street will be the first of the kind which has been built in New England, so far as is known. The plans contemplate a building sixty feet front and forty feet deep, on a lot about eighty by seventy feet. The structure will be one story, with a neat roof, black slated, with a height of seventeen feet to the eaves and thirty feet to the peak. It will be of wood, with foundation of buff brick and granite trimmings. The woodwork will be painted a buff color, with trimmings of cream white, and surrounded at the eaves by a heavy cornice. The entrance will be on Cherry street, with double doors, and surmounted by a porch. There is a group of four windows on either side of the entrance, each window two by seven feet, which light the wardrobe rooms. On each side there is a bay window, and in the rear two, lighting the exercise rooms, and each consisting of a group of four windows, three by seven feet. There are also two groups of two windows each lighting the toilet rooms. Under all the windows is a section of neat panel work. The entrance is twelve feet wide and opens on either side into a wardrobe through an archway and also opens into both exercise rooms, which are also reached through the wardrobes by other doors leading therefrom. Each wardrobe room contains individual lockers for the clothing of the children, there being accommodations at the bottom for rubbers and overshoes. The lockers are two feet square and about four feet in height and are open, thus insuring perfect ventilation. At the further end of each wardrobe room is a toilet room for the teachers. These toilet rooms have floors of marble and are fitted with Mott's siphon automatic closet range. The wardrobe rooms are wainscoted about four and one-half feet from the floor with Portland cement and are enameled.

## DETROIT, MICHIGAN.

The free kindergarten work in Detroit has now reached the basis towards which the ladies in charge have so long looked forward. Those who have so ably assisted in bringing about and establishing the work on such a strong footing realize that the outlook has never been so bright nor the facilities so many for broadening and extending the work in our city. Ways and means are opening on every side, and encouragement comes to us from all sources. That we have come to stay is confirmed by the place assigned to us among other works of benevolence in Detroit and by the lively interest manifested in our little people.

Our very efficient leader and principal, who labored among us for four years as Miss Maud A. Reid, has lately married one of our prominent citizens, Mr. D. O. Paige. Her interest in the work being keen as ever, she now feels free to turn towards the broad field of social settlement work towards which she has striven from the first. Hereafter that will be her aim, and as chairman of the educational department of the Industrial School Association she has made extensive plans for furthering the work already begun in our kindergarten system in this city. G. A. F.

## LOUISVILLE, KENTUCKY.

The Louisville Free Kindergarten Association, of which Mrs. J. R. Clark is president; Mrs. John A. Carter and Mrs. W. B. Belknap, vice-presidents; Mrs. W. N. Little, recording secretary; Mrs. Lunsford Yandall, corresponding secretary; Miss Mary L. Graham, treasurer, has sent out its annual report. The association has six different departments, namely: Children's, parents', nurses', Sunday school normal, boarding and normal. In the children's department, which numbers seven hundred, each kindergarten has one paid principal and a number of student-teachers from the normal classes. The trained principal of each kindergarten originates a plan of work for each season of the year. The plan is based on some thought or principle closely related to child-life. In the parents' department meetings are held in each kindergarten once a month under the supervision of the principal, and these meetings have been found to be of the greatest value and permanent benefit to all concerned, in connection with private as well as free kindergartens. In the nurses' de-

partment a course of ten lessons is given. There is one class for white and one for colored nurses, the aim being to enlighten and make the nurses more intelligent in regard to their daily duties. The Sunday school normal department includes ten lessons for teachers of the primary Sunday school department. The boarding department provides a home for the normal students, with prices which they can afford to pay. The normal department, which includes a course of fifteen months, has three classes numbering nearly fifty. More than this number could not properly train until more free kindergartens are opened.

## PITTSBURG, PENNSYLVANIA.

The annual meeting of the Free Kindergarten Association of Pittsburg and Allegheny, held November 30, showed a flattering growth of kindergarten work in the two cities within the past year. Eight kindergartens have been opened, making thirteen started by the association since its organization three years ago. The report of the treasurer, Mrs. James Dickson, showed that \$12,862.66 were the total receipts for the year; the disbursements \$11,395.93, leaving a balance on hand of \$1,466.67. This includes a special trust fund of \$800. Reports from Mrs. M. E. Van Waggonen, of the kindergarten committee; Mrs. Card, of the public meetings committee; Mrs. P. O. Heasley, visiting committee; Miss Elinor Speer, circle work; Mrs. Siviter, press; Mrs. J. Palmer O'Neill, educational; Miss Washburn, supervisor of the kindergartens; and Mrs. J. Adams, entertainment; were interesting. Mention was made of the Columbian Council of Jewish Women in contributing \$1,646 by which the Columbian kindergarten at Soho was established. The report of the secretary, Miss L. McFarlane, told that the kindergartens were established in the most crowded districts of the city, that ten regular and two special meetings, with an average attendance of thirty, had been held during the year. A resolution was passed thanking the central board of education for the appropriation of \$5,200 to pay teachers and for the use of the assembly room. Eight new directors were chosen as follows: For three years, Miss S. N. Arbutnott, Mrs. W. W. Card, Miss Isabella Wallace, Mrs. H. A. Laughlin, Mrs. James Dickson. For one year, Mrs. F. G. Bryce. For two years, Mrs. E. M. Bigelow and Mrs. J. Palmer O'Neill.

The board of newly elected directors organized by electing these officers: President, Mrs. William A. Herron; vice-presidents, Miss S. Killikelly, Miss I. Wallace, Mrs. J. Adams, Mrs. J. M. Patterson; recording secretary, Miss L. McFarlane; corresponding secretary, Mrs. W. McOracken; treasurer, Mrs. James Dickson.

NEW YORK CITY.

The annual meeting of the New York Kindergarten Association was held at Sherry's on the afternoon of December 3, Hamilton W. Mabie presiding.

A part of the business was the election of managers in one of the three groups where the terms of office had expired. The following members in this division were re-elected: Mrs. Bosworth, Mrs. Bryson, Mrs. Chapin, Mrs. Richard Watson Gilder, Mrs. Seth Low, Mrs. Sedgwick and Mrs. Shainwald. The two new members added were Mrs. C. R. Lowell and Mrs. John Townsend Williams.

A motion was carried to increase membership dues from \$3 to \$5, the new order to go into effect next July.

The ballroom was crowded, but the meeting adjourned without any apparent plan for procuring the \$10,000 for the expenses for the next year, without which the treasurer, Mr. Alfred Bishop Mason, said the kindergartens of the association would have to be closed. "Fifteen hundred dollars of this amount," he said, "will have to be paid this month. This is the month of the Christ Child, and there can be no better tribute to His glory than this help to the children of New York by the women of New York."

Rev. Percy Grant, of the Church of the Ascension, followed with a vigorous appeal for the kindergartens. "The first good they accomplish," he said, "is good manners in the children. It seems to be the only help which is apparent to counteract the wretched manners of American young men and women.

"In the second place, it quickens the intelligence to the greatest degree.

"The third beneficial effect is the substitution of cleaner child plays than those now in use. I have studied the games of children, those of girls especially, for I find those of the boys are mostly without words, and I have discovered the themes to be silly, sentimental, maudlin and at times really immoral. These perverting sentiments

help to warp the moral development of the child. The little kindergarten songs are pure in motive, giving the child a bright, pure thought or precept, noble sentiments and pure ideas, instead of the stupid, vile, maudlin, immoral songs and games which divert them out of school hours.

"The fourth, and not the least element of good, is the home influence. The mother who does not send her child to the kindergarten, or who does not help to send another's child to receive its benefits, is robbing childhood of part of its beauty."

Mr. Grant said that there were thirty-six day nurseries in the city, and that the tendency was constantly to institute more, even in close proximity to those already established. It costs \$2,500 or \$3,000 a year, he said, to maintain a day nursery. He suggested that some of the interest in day nurseries be transferred to the kindergarten.

Miss Grace Darling, who is principal of "The Marjorie" kindergarten, in West Twenty-ninth street, told of the methods by which unformed natures were developed and barren little lives were filled with the beautiful in ideas and aims, of how the characters were sought to be rounded out by the four things—order, intelligence, love and joy.

Dr. Van Wyck said that the kindergarten was the only substitute for the old home ideal of training, in which the children's lives and characters were carefully guided by their parents. It filled such a place in the lives of children who had no such homes, whose parents were too busy earning a living to thus care for them.

Mrs. Kate Wiggin Riggs made a last appeal in a light, facetious way.

The association has fifteen schools under its charge. Mr. Bishop asked that four persons be found who should each take charge of a school, and the society would try to raise sufficient funds to keep the others in session. The annual cost of one of the kindergartens for fifty pupils, with two teachers, is \$1,400.

SAGINAW, MICHIGAN.

A convention for the purpose of organizing a state kindergarten association was held November 29 and 30 at the Michigan Avenue Methodist church and was well attended by kindergartners from the city and other portions of the state. The afternoon was given up to a general discussion of kindergarten

ideas, suggestions and comparisons of experiences in the work. In the evening a public meeting was held and addresses given by Miss Goodman of the East Side, Miss Cammell of Ypsilanti and Mrs. Treat of Grand Rapids. On the morning of the 30th, a business meeting was held and the organization of the Michigan State Kindergarten Association completed. Miss Goodman of the East Side, Miss Weiss of Ypsilanti and Miss Paine of Bay City were appointed a committee to draw up a constitution and by-laws, which work was submitted to the association and adopted. Officers were chosen as follows: President, Mrs. Treat, Grand Rapids; vice-president, Mrs. Plum, Alma College; secretary and treasurer, Miss Wylie, Saginaw. The next meeting will be held at Ypsilanti, November, '96. The association starts out with favorable prospects and forty-three charter members.

#### DISTRICT OF COLUMBIA.

At Washington, a course of free lectures by eminent kindergartners from various parts of the country will be given this season under the auspices of the Columbian Kindergarten Association. The introductory lecture was given by Dr. William T. Harris, United States Commissioner of Education, on December 6, followed by Miss Caroline M. C. Hart, principal of the Baltimore Kindergarten Association Training class, on the "Mutter und Kose Lieder," December 7. Illustration and treatment of gifts and occupations, stories, etc., will be exemplified later in the series by Miss S. E. Lobb of the Columbian Association, Mrs. Louise Mann of the Elizabeth Peabody Training school at Baltimore, Miss Caroline Adair of Baltimore and Mrs. Louise Pollock of Washington. Mrs. Eudora Hailmann will speak on "Symbolism in the Kindergarten," and Mr. Hailmann on "The Relation of the Kindergarten to the Public School;" Miss Constance Mackenzie on "The Kindergarten as a Factor in Moral Reform," and it is hoped later in the season Miss Elizabeth Harrison and Miss Laura Fisher may be heard from on this subject of the kindergarten.

There was a Washington wedding at the chapel of the Church of the Covenant the other evening, when Miss Lula Collins of the '98 class, Frosbel Normal Institute, was married to Rev. R. P. D. Bennett of Lyon's Farms, N. J. The valedictorian of that class, Miss Anna

Hamlin, has married Mr. Henry Wikle within a few months and they are living in Chicago. Miss Gertrude Jeannette Davis, also of the same class, who taught a year in Springfield after her graduation, married Rev. Marcus B. May and has a daughter. Her classmate, Miss Ella C. Lyman, is teaching in Washington, 1248 New Jersey avenue, N. W., and Miss Corinne Campbell has a large and successful kindergarten at Wheeling, W. Va. Two other members of the class are teaching in Texas and one at Staunton, Va.

At the recent public meeting of the Franklin, Pa., Kindergarten Association officers were elected as follows: President, Mrs. J. W. Grant; vice-president, Mrs. F. W. Officer; secretary, Mrs. F. E. Smith; treasurer, Robert McCalmont.

A free kindergarten has been started at Helena, Mont., in charge of Mrs. Osborn.

At the Hazel street kindergarten, Youngstown, O., Miss Eleanor C. Griffin, assisted by Miss Mabel Ashbaugh, has charge of twenty-five little ones.

Miss Bertha R. Jones opened a kindergarten in Tontian hall, Rice's block, Natick, Mass., December 2.

Miss Pearl Morgan has opened a kindergarten at Hampton, Ct.

The fourth year of the kindergarten and primary connecting class of the Titusville, Fla., public school, opened September 30, under the direction of Miss Ida R. Bates, formerly of St. Louis, Mo.

Miss Ellen Woodbridge of Ft. Henry, N. Y., was assistant at the Witherbee kindergarten in Mineville, during December.

Mrs. L. A. Truesdell, superintendent of the Milwaukee (Wis.) Mission Kindergarten Association reports that the training class is the largest fall class in the history of the association, there being nineteen pupils, which number will be increased when the beginners' class opens in January.

A flourishing kindergarten, supported by private charity, has been established in connection with Bethany church, at 230 Liberty street, Harrisburg, Pa., under the care of Miss Holman.

*The Pratt Institute Monthly* for November is particularly interesting because it contains an illustrated article on "The Growth of the Kindergarten Movement."

## SUGGESTIONS TO SUNDAY SCHOOL TEACHERS.

By HATTIE TWITCHELL.

A number of east side Sunday school teachers gathered by invitation in the parlors of the First Detroit Unitarian church recently to listen to a lecture by Miss Twitchell of the Normal school on "Child Psychology."

The public schools, Miss Twitchell said, have a lesson for the Sunday schools. For many years the teachers of the public schools have been studying ways and means of approaching the child nature. It has been decided in view of experience in the public schools that it is necessary for all teachers to have training in the art of teaching, and a most important element of that training embraces the scientific study of the nature of children. Sunday school teachers could improve the quality and effectiveness of their work if they would meet and exchange experiences with day school-teachers on such topics as: How do you gain and hold the attention of children? How do you present a subject to them so that it will attract and interest them and reach their understanding?

There are day school-teachers who say that Sunday school teachers sometimes employ methods so radically wrong as to interfere with the intellectual discipline of the children, and undo some of the good that has been done for them by the true methods of instruction which have been employed for their benefit during the week. As an instance in point, Miss Twitchell cited the care which is now taken in the kindergartens to train the artistic sense in the child by teaching it to enjoy color harmony and the truly beautiful in art. To place in the hands of a child a gaudy, over-colored picture, which may vitiate its artistic taste, is, she declared, a kind of immorality.

The speaker referred to the systematic work to form a basis for scientific study of the child mind which has been undertaken by Prof. Barnes of Leland Stanford University. Prof. Barnes sent out to the mothers of California thousands of circulars requesting answers to questions, which would tend to develop a knowledge of what children think on subjects connected with theology. Before going on to relate the result of this investigation by Prof. Barnes, Miss Twitchell observed that it would astonish her hearers to know how often it happens that children talk fluently of things of

which they have a conception grotesquely at variance with the facts. She instanced the case of a city-bred little girl, who often talked of cows, and who, when questioned as to what she knew of them, betrayed her belief that they were tiny animals of the same size as the picture of a cow in her lesson book.

A teacher who had talked for an hour with her class concerning the habits of the wren was distressed to learn by accident that the pupils did not know what a wren was. They could not tell whether it most resembled a cat, a dog, or a bird. From these instances, Miss Twitchell drew for her auditors the moral that they must take care as teachers to find out what they were building upon. They must be slow to assume that the child is in possession of all the elementary facts requisite as a foundation for the superstructure of knowledge. The first thing for the teacher to do is to find what the child knows, and then the new can be added to the old with the satisfaction that it has a solid foundation whereon to rest.

Recurring to the subject of the investigation conducted by Prof. Barnes, Miss Twitchell said his questions were adapted to the different varieties of religious faith represented in the community in which his inquiry was conducted. His questions sought to bring out child ideas on such subjects as these: God—What does He do? Why do we not see him? Heaven—Where is it? Who goes there? Angels—What are they? One little girl of thirteen had this to say on the subject of angels: "I think they wear white dresses, shirred around the neck." Explaining badness, many children said it was "disobeying God." Few mentioned specific sins. One said: "God takes people to heaven who do not drink and do not use tobacco." Prof. Barnes, from the results of his study, drew the conclusion that if children are to be taught theology to any purpose it must have a material form. The childish mind cannot grasp abstract ideas; they are too vague. It is important, as the child is sure to personify abstract things, that he should be assisted to form noble images which will induce exalted aspirations. Some children's notions of angels are grotesque, having been made so by chance associations. It is wise to place in the hands of little children representations of the beautiful visions of great artists—such as the Madonnas of Raphael. Miss Twitchell thought the study of the Bible in the Sunday school

should have less to do with isolated texts and more with the substance of Bible history and precept. She closed with a sketch of the life of Froebel.—*Detroit Paper.*

### JANUS.

In the old days when people believed that high up on the mountain top was a beautiful city in which Jupiter dwelt and watched over all the world, they also believed that the great golden gate was guarded by a god named Janus.

And this god Janus had two faces—one that looked down with kind watchfulness upon the people below; and another that looked back into the golden city that no harm might come to it.

Now whenever danger threatened the helpless people below, it was Janus that called to Jupiter to warn him that his earth children needed his protection.

And so the earth children came to love the watchful Janus; they made beautiful bronze medals of his head; they built temples in his honor, and placed great bronze figures of him upon their gateways; and thus he guarded their cities even as he guarded the gates of heaven.

And by and by as the people grew wiser, and wished to divide the days of the year so that they might reckon by it, they named the first month January, and dedicated our New Year's day to their good friend Janus.

Can you tell why?—*Primary Education.*

"I'm little January, perhaps you do not know  
How far I've come to see you, across the fields of  
snow.  
Perhaps you weren't expecting I'd be so very  
small,  
Perhaps your almost wishing I had not come  
at all."

"Now, what is that noise?" said the glad New Year.  
Now, what is that singular sound I hear?  
As if all the paper in all the world  
Were rattled and shaken and twisted and  
twirled."

"Oh! that," said the jolly old earth. "Is the noise  
Of all my children, both girls and boys,  
A-turning over their leaves so new,  
And all to do honor, New Year, to you."

The holiday number of *The School Journal*, which appeared November 30, contained Georg Ebers' account of "Christmas at Keilhau," with pictures of scenes in that village, taken from photographs loaned by Miss Fitts.

### THE NEW YEAR.

BY MARGARET E. SANGSTER.

Why do we greet thee, O blithe New Year?  
What are thy pledges of mirth and cheer?  
Comest, knight-errant, the wrong to right,  
Comest to scatter our gloom with light?  
Wherefore the thrill, the sparkle and shine,  
In heart and eyes at a word of thine?

The Old was buoyant, the Old was true;  
The Old was brave when the Old was new.  
He crowned us often with grace and gift;  
His sternest skies had a deep blue rift;  
Straight and swift when his hand unclasped,  
With welcome and joyance thine we grasped,  
Oh, tell us, year,—we are fain to know,—  
What is thy charm that we hail thee so?

There comes a voice, and I hear it call  
Like a bugle note from a mountain wall;  
The pines uplift it with mighty sound,  
The billows bear it the green earth round;  
A voice that rolls in a jubilant song,  
A conqueror's ring in its echo strong;  
Through the ether clear, from the solemn sky,  
The New Year beckons, and makes reply,—

"I bring you, friends, what the year have brought  
Since ever man toiled, aspired or thought.  
Days for labor, and nights for rest;  
And I bring you, Love, a heaven-born guest,  
Space to work in, and work to do,  
And faith in that which is pure and true.  
Hold me in honor and greet me dear,  
And sooth you'll find me a Happy Year."

### JAPANESE LULLABY.

BY EUGENE FIELD.

Sleep, little pigeon, and fold your wings—  
Little blue pigeon with velvet eyes;  
Sleep to the singing of mother-bird swinging—  
Swinging the nest where the little one lies.

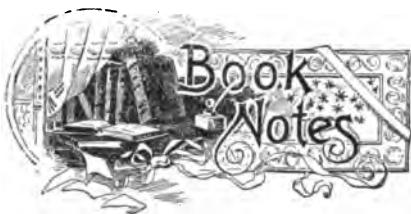
Away out yonder I see a star—  
Silvery star with a tinkling song;  
To the soft dew falling I hear it calling—  
Calling and tinkling the night along.

In through the window a moonbeam comes—  
Little gold moonbeam with misty wings;  
All silently creeping, it asks: "Is he sleeping—  
Sleeping and dreaming while mother sings?"

Up from the sea there floats the sob  
Of the waves that are breaking upon the shore,  
As though they were groaning in anguish and  
moaning—  
Bemoaning the ship that shall come no more.

But sleep, little pigeon, and fold your wings—  
Little blue pigeon with mournful eyes;  
Am I not singing? See, I am swinging—  
Swinging the nest where my darling lies.

Miss Waters is kindergartner at Saeger-town, Pa.



### The First School Year.

For primary workers. By Katherine Beebe. Published by the Werner Company, Chicago and New York. Price, 75 cents; 148 pages.

This book will help to make a happy New Year for the enthusiastic primary teacher who is anxious to bring the spirit of the kindergarten into the primary schoolroom. The several chapters have been revised from a series of articles which appeared in *The Kindergarten Magazine*; written, as the author states, "to meet an often-expressed wish on the part of primary teachers for a definite presentation and practical application of Fröbel's principles to everyday school work." The author keenly realizes the difficulties of a primary teacher who has forty or fifty children, many of whom have not had kindergarten training and can do scarcely anything of educational value without much help; but she believes that where there is love and will there is a way, and she gives many practical hints in regard to finding a way. In the chapter on plays, games and songs, she says: "You must at some time in your dealings with children, either in school or out of it, have experienced what I mean by the words, 'having the whole child with you.' If you have not, then play with some children, heartily and earnestly, and you will know that when you so hold them all things are possible."

### In Story Land.

By Elizabeth Harrison. Published by Sigma Publishing Company, Chicago. Price, \$1.25; 178 pages.

This is a book of interesting fairy tales, well adapted for reading lessons in primary schools and also for use in the kindergarten as suggestions. For no wide-awake kindergartner will use ready-made stories of any kind, except to adapt and make them over for her own. This book will be of service to mothers who have young children in the home. The stories are not only attractive, but they are wholesome in their teaching. For example, "Hans and the

Four Big Giants" embodies the myth spirit and is the interpretation of four forces of modern invention. The last three stories are of heroes, including the story of Columbus for little children, and a Decoration Day story. Those of us who have been privileged to hear Miss Harrison read some of those same tales can bear testimony to their appropriateness and effectiveness.

### The Songs and Music

Of Friedrich Fröbel's Mother Play. Prepared and arranged by Susan E. Blow. Published by D. Appleton & Co., New York. Price, \$1.50; 272 pages.

This book is No. 32 of the International Educational series and is edited by Dr. Harris, who writes a preface, as does Miss Blow. The songs have been newly translated and provided with new music. Dr. Harris reminds the reader in his preface that the publishers have departed from the music book style in which the mother play edition of Wictard Lange and subsequent English translations have appeared, and presented the two volumes of this new edition in a much more convenient form. The editor also adds that in separating the contents for this division the mottoes, commentaries and mother communings are placed in the first volume, which may justly be termed the mother's volume. For the second book the songs and music are reserved, so that it will be known as the children's volume. The latter is divided into two parts, Songs and Pictures and Songs and Games, so that all of the music comes in the last half of the book. The mother play illustrations are reproduced from those of the Lange edition, being reduced from the former size, 6 by 9 inches, to 8½ by 5. The details have been well brought out in every case, however, and the new pictures, taken as a whole, are a decided improvement on the old ones. A similar verdict about the new music will be found equally truthful. The new poems are not literal translations of those in the original mother play, but Miss Blow says that they are attempts to cast Fröbel's ideas into truly poetic form. She has added to the collection a few songs in order to develop more fully the thoughts suggested in some of the principal plays, together with a series of wandering games, for the purpose of illustrating Fröbel's method of genetic evolution. There are fifty-nine poems to go with the pictures, by such authors as Emily

Huntington Miller, Emmie Pousson, Laura E. Richards, Kate L. Brown, Nora Archibald Smith and Henrietta R. Eliot. The list of songs and games numbers eighty-three, and includes among the composers Eleanor Smith, George L. Osgood, Carl Reinecke, W. W. Gilchrist, J. W. Elliott and Fred Field Buillard. These two new books of the mother play will prove a great boon to the present generation of kindergarten students. They will supplement, but not supersede, the different editions which were in use before them.

#### Froebel's Gifts.

By Kate Douglas Wiggin and Nora Archibald Smith. Published by Houghton, Mifflin & Co., Boston. Price, \$1; 202 pages. This book is the first of a series of three volumes, which together are called "The Republic of Childhood," taking for a motto Froebel's words, "The kindergarten is the free republic of childhood." To use the authors' words, "They are the outcome of talks and conferences on Froebel's educational principles with successive groups of earnest young women here, there and everywhere, for fifteen years, and represent as much practical work at the bench as a carpenter could show in a similar length of time, being corrected and revised at every step by the 'child in the midst.' They are the result of mutual give and take, of question and answer, of effort and experience, of the friction of minds against one another, and of varied experience with many hundred little children of all nationalities and conditions."

This book upon the gifts meets a very general need, and is intended not only for kindergartners but the many mothers and teachers who really long to know what Froebel's system of education is and what it aims to do. The volume will shed light on Froebel's theories and establish a basis on which they can be worked out in the home and the school. The work begins with "Thoughts on the Gifts of Froebel," by Susan E. Blow, Herbert Spencer, William T. Harris, E. Sequin and others, followed by talks and directions in the use of the ten gifts, placing at the end of each gift a list of books for students' reading. The effects of Froebel's gifts upon the child is shown directly and indirectly through the entire series of talks, and if they are wisely presented and wisely conducted, "inward and outward, the limits of their influence and scope lie in infinity."

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### NEW EVERY MORNING.

By SUSAN COOLIDGE.

Every day is a fresh beginning.  
Every morn is the world made new;  
You who are weary of sorrow and sinning,  
Here is a beautiful hope for you,  
A hope for me and a hope for you.

Yesterday now is a part of forever.  
Bound up in a sheaf which God holds tight,  
With glad days, and sad days, and bad days  
which never  
Shall visit us more with their bloom and their  
blight,  
Their fulness of sunshine or sorrowful night.

Every day is a fresh beginning.  
Listen, my soul to the glad refrain,  
And spite of old sorrow and older sinning,  
And puzzles forecasted and possible pain,  
Take heart with the day and begin again.

—Selected.

### BABY GLYDE'S LULLABY.

By CHARLES H. CLOUGH.

"Oh, come little birdie that sits on the tree  
And sing a sweet song for my baby and me."  
"Oh, yes!" said the birdie, as quick as could be,  
And this was his song,  
It was chip-a-dee-dee.

"Oh, come little pussy that climbs on the tree,  
And sing a sweet song for my baby and me."  
"Oh, yes!" said the pussy, "I'll sing for you too,  
And this was her song.  
It was mew, mew, mew, mew.

"Oh, come little puppy, asleep 'neath the tree,  
And sing a sweet song for my baby and me."  
"Oh, yes!" said the puppy, "I'll sing for you  
now,"  
And this was his song,  
It was bow-wow-wow-wow.

So birdie and pussy and puppy, all three,  
They sang their sweet songs for my baby and me,  
And this was their chorus so loud and so free,  
'Twas bow-wow and mew, mew and chip-a-  
dee-dee.  
Pittsburg, Pa.

### GENERAL NEWS.

The King's Daughters' free kindergarten at Knoxville, Tenn., has seventy-four names enrolled. The ages vary from two and a half to eight years. There is a lack of sufficient help in the teaching department, as the young ladies who have been fitting themselves for kindergarten work have completed their course and have their own kindergartens. There is at present only one student in the training class. The instruction is free to those giving their services.

A French kindergarten bazaar for the benefit of the French Christian Union of California, was held on Clay street, San Francisco, December 13 and 14.

A kindergarten association has been organized at Columbia, S. C., and the following officers elected: President, Miss Annie E. Bonham; vice-presidents, Mrs. Tucker Fisher, Mrs. J. W. Babcock, Mrs. Clark Waring; treasurer, Miss Fannie McCants, recording secretary, Mrs. D. J. Brimm; corresponding secretary, Miss Agnes Junkin.

There was a discussion on the question, "What Advantage is the Kindergarten to the Negro Race?" at the Knox Presbyterian church, Louisville, the evening of December 16. Prominent kindergarten instructors presented the subject, and kindergarten songs were sung.

Mrs. Treat gave a very practical and interesting talk, December 16, on the subject of child training, before the Mothers' Study Club connected with the Kindergarten Training school at Grand Rapids, Mich. These mothers' meetings are held every Monday.

The annual Christmas entertainment of Miss Laura M. Beatty's school and kindergarten on North Charles street, Baltimore, was held December 19. About sixty children of the free kindergarten of the Reid Memorial Mission, Madison street, enjoyed the first Christmas festival held in the Mission building. The kindergarten is under the management of Miss Freeland, assisted by Misses Caroline Hill, Martha Grady, Price and Bailey. The scholars of the kindergarten connected with the Mt. Vernon Place Methodist Chapel, were given a Christmas entertainment the afternoon of December 20. Misses Elizabeth Cole and Ethelyn Watts have charge of the children. At the Christmas festival of the free kindergarten of the Women's Christian Temperance Union, presents were given to the parents, bought with money

saved by the children. One child accumulated enough pennies during the year to buy a pair of blankets for her mother. There are forty-six children in the kindergarten. Misses Carrie Burnett and Isabel Henderson are the kindergartners.

At the annual meeting of the Michigan State Teachers' Association recently held at Lansing, G. Stanley Hall lectured on "Child Study."

Rev. A. W. Remington, pastor of Grace Chapel, Holyoke, Mass., is planning to open a free kindergarten as soon as the building is ready, which the Second Congregational church is putting up for him. The little church will be quite up to date in many ways.

A free kindergarten association has been formed at Ogden, Utah, with Mrs. T. B. Lewis, president; Mrs. F. J. Stephens, secretary, and Mrs. Dora P. Holther, treasurer. The constitution of the International Kindergarten Union, modified to suit local conditions, was recommended for approval and adopted.

Mrs. Agnes A. White is principal of the Mamaroneck, N. Y., kindergarten, and at a recent public meeting in its behalf she read a paper giving a comprehensive review of the work in Mamaroneck and what can be accomplished by the Froebel system.

Dr. Hill gave the last of his lectures in the kindergarten course at the lecture room of St. Andrew's Church, Rochester, N. Y., December 18th. These lectures were free to public school-teachers, kindergarten and parochial school-teachers, and have been largely attended.

A pleasant feature of the Christmas celebration at Miss Collier's private kindergarten at Chattanooga, Tenn., was the presentation of gifts by the children to the pupils of the free kindergarten.

The Spokane (Wash.) association published the first number of the *Spokane Kindergarten Magazine* in December. The association feels that the work needs to be kept constantly before the public, and as it is the only publication of the kind in the state they see no reason why it may not be made a state publication instead of being devoted entirely to local interests.

The annual Christmas festival of the Kindergarten for the Blind, at Jamaica Plain, Boston, was held December 20. The progress of Tommy Stringer and Willie Robin during the past year is described in the annual report.

The Thanksgiving number of the *Los Angeles Herald* was issued by the ladies of the Los Angeles association, for the benefit of that charity.

Over one hundred children are in the free kindergarten established at Alpena, Mich., by public subscriptions.

The ladies of the Cincinnati association had a sale and luncheon December 14 and 16, for the benefit of the kindergartens.

At Greeneville, Tenn., Miss Holt gave her annual kindergarten entertainment at the opera house, December 20.

Miss Ellen Woodbridge of Fort Henry, N. Y., was assistant at the Witherbee kindergarten in Mineville, during December.

Mrs. L. A. Truesdell, superintendent of the Milwaukee (Wis.) Mission Kindergarten Association reports that the training class is the largest fall class in the history of the association, there being nineteen pupils which number will be increased when the beginners' class opens in January.

At Washington D. C., a course of free lectures by eminent kindergartners from various parts of the country will be given this season under the auspices of the Columbian Kindergarten Association. The introductory lecture was given by Dr. William T. Harris, United States Commissioner of Education, on December 6, followed by Miss Caroline M. C. Hart, principal of the Baltimore kindergarten association training class, on the "Mutter und Kose Lieder," December 7. Illustration and treatment of gifts and occupations, stories, etc., will be exemplified later in the series by Miss S. E. Lobb of the Columbian association, Mrs. Louise Mann of the Elizabeth Peabody training school at Baltimore, Miss Caroline Adair of Baltimore, and Mrs. Louise Pollock of Washington, Mrs. Eudora Hailmann will speak on "Symbolism in the Kindergarten," and Mr. Hailmann on "The Relation of the Kindergarten to the Public School," Miss Constance Mackenzie on "The Kindergarten as a Factor in Moral Reform," and it is hoped later in the season Miss Elizabeth Harrison and Miss Laura Fisher may be heard from on this subject of the kindergarten.

It has been decided by the Dunkirk, N. Y., Board of Education to establish a kindergarten in the Hurlbert house on Central avenue, with Miss Hale in charge.

There have been some changes among Worcester kindergartners within the last few months. Miss Grace E. Mix, appointed at the beginning of the school year to the Ledge street school, and later returned to her former position as assistant at Salisbury street, exchanging places with Miss Alice M. Sawin, has been granted six months leave of absence from January 1, and Miss Sawin has resigned. Miss Margaret R. McCaw, who left the position of kindergartner at the Day Nursery, July 1, after more than eighteen months of faithful service, is now assistant in a public school kindergarten at Saratoga Springs. Miss Margaret P. Dickinson, for some years kindergartner at Miss Lewisson's school, Worcester, is in Boston for a winter of post graduate study.

The Christmas meeting of the Philadelphia society of Frobel kindergartners was held at the school of Industrial Art, at 2.30 p. m., Saturday, December 14, 1895. Mrs. Van Kirk read a Christmas story, "The One Law," written by Miss M. G. Clark. Miss Waddington told a story of an "Old Oak Tree," a story which she had woven from watching an old oak tree in her native town, a tree in which she and the children of her kindergarten had long been interested. At the close of the story she showed a unique wall-pocket decorated with acorns and pressed leaves from the old tree. Miss O. Grady talked interestingly on the subject of Christmas Decorations, and advised the making of the days preceding the holidays, pleasant ones for the little folks. The display of work, which is always a feature of the December meeting, was beautiful and interesting. A lesson in weaving was taught in which several new patterns were introduced. The musical programme was very seasonable and consisted of Christmas hymns and songs. At the close of the meeting resolutions were taken on the death of a member, Miss Jessie May Mead.

All the forty kindergartens of the Golden Gate Association, San Francisco, had Christmas festivities at different places in the city, beginning December 17 and ending on the 20th.

The children of the Frobel kindergarten at Toledo, O., had their annual Christmas party at the Church of Our Father, Friday afternoon, December 20. The programme was divided into three parts, the Fireside, Winter Time and Christmas Eve.

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At the Michigan Federation of Woman's clubs held in Grand Rapids, Mrs. Maud Reid Paige of Detroit gave a paper on "The Kindergarten in its Relation to the Socialistic Problems of the Day." The subject, which is a broad and a deep one, was admirably handled by Mrs. Paige, and won the applause of the many clubs of bright women throughout the state, who were unanimous in voicing the thought that no better work could be done than to help the cause of kindergarten, by beginning with the little ones in our midst who will some day help to solve these socialistic problems.

At the annual meeting of the Savannah, Ga., Kindergarten Association officers were elected for the ensuing year as follows: President, Mrs. Edward Karow; vice-presidents, Mrs. Silva and Miss Sallie McAlpin; secretary, Miss Miller; treasurer, Mr. Arthur J. O'Hara. The kindergarten at 174 Broughton street is in charge of Miss Robbins, who was retained for another year.

A ten days' holiday course of lectures and demonstrations on Froebelian methods of education will be given in London, by the Froebel Society, from January 3 to 14. Miss Edith Vinter will lecture on the gifts and Miss Emily Minchinick on the occupations. There will be a practical demonstration of kindergarten teaching with a class of children each day, by Miss Pridham, Miss Wells and Mrs. J. J. Findlay; lecture on Froebel's Principles, by H. Courthope Bowen; lecture on Pestalozzi, by Miss Agnes Ward; and a lecture on Nature Knowledge with demonstrations, by Miss Alice Buckton.

The Spokane (Wash.) Kindergarten Association is meeting with most encouraging success in establishing and maintaining the free kindergartens. There are six now in session, and another will be established in Mechanicsville, January 1. A free lunch is furnished each day to the children in the Emma Marwedel kindergarten, who are taught until two o'clock. A special meeting of the association was held in December to complete arrangements for the publication of the *Spokane Kindergarten Magazine* about to be issued. Names were also given the two recently organized kindergartens, that in Bryant school being called Elizabeth Peabody, and the one in the United Presbyterian church the Sarah B. Cooper.

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VOL. 6.

SPRINGFIELD, MASS., FEBRUARY, 1896.

No. 2

## EVA BLAINE WHITMORE.

BY LIDA YOCUM.

It is growing toward evening and the train that brings a transient stir into the little town of New Cambria, Mo., leaves two passengers at the depot. One is a girl of about seventeen years, who is here seeking the friend who had once said, "When you are ready to teach, come and get our school." She asks to be directed to the home of Mrs. —, and to her dismay, is told that it is "three miles out." The afternoon is not one to inspire adventure; sullen clouds hang low over the wind-swept road pointed out to her. "No teams in town sick a day as this." But a boy on horseback directs her for a little distance till his road "turns off," and she trudges bravely on alone looking for "the house down over the hill afore the road turns off." At last she sees it at the foot of a hill. Her road has kept the ridge but now one path makes a plunge into the shelter of the valley and she soon reaches the house where her friend meets her at the door, scarcely able to believe that she can have walked out on this wind-swept road this bleak, stormy afternoon. But she is here, and here to get the school. That very evening she sees the three directors, who live near, and who discuss her in Welsh, and she is given the school.

Next day the other passenger on that train took conveyance out to the same neighborhood in quest of the same posi-

tion. "It was quite too blustery to think of coming out last night," he said. But his comfortable night in the town had lost him a place and given it to Miss Eva B. Whitmore, who here began her earnest study of the question, "What is Education?" Being sure that it was not "cram" she began to make the little Welsh children masters of themselves, helping their clumsy little hands to do many things that gave fingers a new dignity and value in their eyes. If "teacher could take a sheet of plain wrapping paper and with no instrument but her fingers evolve whole menageries, they would add that accomplishment to their cornucop houses. And all the while they did not dream that "teacher" was learning as well as they. If education is the "transmission of life, from the living, through the living, to the living," she was quietly, earnestly working her way toward it. The energy, promptness and decision shown in this little incident have been marked characteristics of succeeding years. The prime importance of *being* as compared to mere *knowing*, the value of *ideal* truth to those who would attain *practical* rightness, have been impressed anew upon those who have known Miss Whitmore.

Since every life is the resultant of two forces,—the inner self and the outer circumstance, it is from no idle curiosity that we want to know what was wrought into this girl from her ancestors, and

what from without helped or hindered the growth of her self-hood.

Born at Oldtown, Maine, she inherited from her father mechanical skill and from her mother ability to judge human nature. To her mother's father, who was for many years town clerk, we trace her fine sense of order and her business ability. Her parents were both New Englanders, on one side descending from English Quakers, on the other tracing their lineage back to Sir Edmund Burke. As a child she was never happier than when teaching a "play school," into which she introduced tact rather than force as a governing agent. When she finally devoted herself to kindergarten study her uncle said, "Well, it seems to me that you have *always* been doing this kind of work."

Reverses sent the family west, where she attended public school in Missouri, completing a high school course after teaching her first school. During her school life she was chosen substitute teacher and after graduation was elected as primary teacher and again elected unanimously, having pleased not only the children and their parents, but having attracted attention of educators in her original methods.

In 1878 the family moved to Chicago, where she engaged in business for five years, touching life on many sides, and being so quietly successful that "business" seemed destined to hold her, but this was not to be so. A friend persuaded her to study Kindergarten work. She had many would-be friends, who assured her that she would "never make any money at that," and offered her lucrative positions. But a higher voice had called and heart and soul were in the new work. She graduated at the Cook County Normal and had a position offered before completing her course.

Her first kindergarten was on Halsted street, Chicago, whence she was called by Mrs. Marshall Field to the kindergarten at Railroad Chapel.

It is definitely true that if you get

ready for a work the work will be ready for you, and in 1888 the Free Kindergarten Association appointed her as their assistant superintendent. In the same year they sent her to New York where she spent five earnest profitable months with Prof. John Kraus and Madam Kraus-Boelte, also spent some time visiting the St. Louis kindergartens and other important schools. In 1886 she was appointed superintendent of the free Kindergartens of Chicago to succeed Miss Matilda H. Ross, and since then her quiet insight, earnest purpose and consecrated common sense have made her a growing influence in the association, which has been a constantly outreaching organization for the salvation of the children.

In appreciation of her faithful service the association granted her a vacation in 1893, with continued salary and a generous donation to go abroad. She spent several months in Berlin and also visited kindergartens in Goettingen, Eisnach and Dresden and familiarized herself with the work in that country.

As vice-president Miss Whitmore presided over the kindergarten department of the N. E. A. the year that it met in San Francisco and has been in charge of kindergarten departments of Chautauqua Assemblies in Florida, Indiana and Kansas. She has been obliged to refuse many calls to such work on account of pressing duties connected with her official position.

If "observation, work and love are the masters of the world," then Miss Whitmore's success has been due to large capacity for work growing out of large power of love, and the young ladies who have come under her quiet, forceful influence through these years have been going out into our educational life with larger faith in its broad meanings and fine possibilities.

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Miss Huntington has charge of the kindergarten in the Hawthorne building, Des Moines, Ia.

**"HIAWATHA" IN THE KINDER-GARTEN.**

BY M. E. CORRY.

One morning when the home feeling was particularly strong among the little people in Miss Motherheart's kindergarten, some child spoke of what his parents had been doing for the children in his home; another child volunteered, "My mamma took Joe and me to see the Indians." Immediately the intensest interest was shown, for many had been to see these Indians and the wise kindergartner thought it best to let the spirit of the moment prevail, even though the boys rather noisily mounted imaginary broncos and the girls showed how the Indian mother carried her baby.

Almost breathlessly the children told about the red shawls worn by the men, the manner of decorating both head and body, and of the many things which they had seen these "brown men" do, and ended by asking,—"Oh! may we play Indian and creep and dance around?"

There being no reason for denial, the children were allowed to play freely and led to plan the "just how" of the development of their games.

Miss Motherheart, as the development of the family thought continued, was besieged with questions as to what the Indian fathers and mothers did for their children; if they sent them to kindergarten; what they did out in the woods; and if God cared for Indians too. From the intense interest manifested it seemed wise to utilize this thought of Indian life instead of using the scheme already planned. As a consequence, pictures were shown bearing upon Indian life, stories were told, and gifts and occupations used to further carry out the idea of the "brown mens'" mode of living.

The story "How the Indians helped," from the October, 1894 issue of the *Child Garden*, was made the basis of games which were wholly developed and executed by the children. This particular story so strengthened the interest pre-

viously roused that Miss Motherheart was asked such questions as—"Where do Indians sleep?" "What do they do all day long?" etc. This questioning led the wise kindergartner to read such parts of "Hiawatha" as seemed suitable.

A careful study of the poem was made and the decision reached that the subject should be considered under these three heads: What Hiawatha did; What Hiawatha heard and saw; What Hiawatha learned.

Hiawatha's childhood as described in the portion of the poem between the lines "By the shores of Gitelee Gumee" and "Safely bound with reindeer sinews," was first repeated to the children during the morning talk period and gave so much delight that the experiment was repeated. Day by day the little people became more and more earnest in thought of Indian doing and soon began to repeat the lines themselves, and to beg, "Please tell us more about it."

As what Hiawatha really did is not expressly stated in the section of the poem first used, the children were led to tell what they thought he might do if he lived out in the woods all the time, and the real thought shown was evidence of well-doing in the way of impressions made through reciting the poem.

The second portion presented beginning with the line "At the door on summer evenings," and ending with "Blossom in that heaven above us" brought out the most beautiful expression of child-thought.

Interest strengthened daily and when the last section between the lines, "Then the little Hiawatha," and "Called them Hiawatha's brothers," the child desire for the connected whole of Indian life seemed to have been answered in the purest, best and most thorough way. The wisdom of teaching such a poem in kindergarten, seems proven by the fact that throughout the year it was constantly chosen for repeating and the basis of games; and a whole year after its introduction it was again called for.

The gift and occupation lessons were given as follows: From the talk about the "wigman of Nakomis" developed the folding of a tent with red circular paper. These tents were arranged so as to open and show Hiawatha (lentil) sitting at the door. All the wigwams were grouped at a side table forming an Indian village. Bead stringing for number development was symbolic of shell gathering on the shore of "Gitchee Gumee" and the completed string was a necklace, or belt of wampum.

A short talk about "trees near Hiawatha's home" led to the representation of white pines with varied length sticks and lentils: the former used in constructing the trees, the latter for cones. So perfect an impression of tree-life was made through this exercise the children ever remembered the characteristics of the white pine.

At this point drawing was introduced, each child drawing some part of a blackboard picture, which showed when completed a body of water, many wigwams about its shores, shadowed by pines, and several canoes floating upon the surface.

In the sand garden was next represented an Indian village and "Big Sea Water" by piling the sand, leaving clear in the middle the shining lining and placing about wigwams and fir trees, which were represented by sticks twisted about with fringes of soft, green paper; the tiny children thrust five-inch green sticks into the sand for trees and put at the doors of the wigwams beads and lentils to represent Indians and their children.

One day while part of the children were weaving "mats of rushes," as they played their weaving mats were, other children drew with colored crayons another large picture, better, more connected and telling more in detail the story of the poem as far as developed. Of course part of the first picture was reproduced and the scene included many Indian figures,—one a very crude Hiawatha yet unmistakably bearing the

facial characteristics of his race. From time to time were added the sun, clouds, a canoe, a squirrel under a tree, an empty nest on a tree and birds flying in air. To Hiawatha were given a bow and quiver of arrows. Such drawing proved how clearly impressions had been made on the children.

A talk about what Hiawatha saw in the heavens led to a rainbow lesson with the first gift which resulted in development in color, number form, and arrangement. Pasting served the means of developing a lesson on color, form (square), number and arrangement. While the pasting was being done the little workers called the various colored papers "all the wild flowers of the forest," mentioned in the poem.

Modeling led to making acorns, walnuts, baskets, trees, with and without hollows, and squirrels whose secrets Hiawatha was supposed to share. The second gift furnished the means of representing squirrel life—the sphere being the squirrel, the cube a house, the cylinder a tree in which the squirrel lived. With sticks and rings were laid canoes which were reproduced in folding and sewing. Throughout the learning of the poem the regular kindergarten games were in some way connected with it and generally by suggestion of the little people.

*Providence, R. I.*

#### A BIT OF EXPERIENCE.

By R. A.

The children are so happy making "surprise" presents for their parents, also starting mats and parquetry to be finished by Mary's little sick girl (Mary is the one who cleans our kindergarten). Then they will fold and color the decoration on the invitations, make chains and tree ornaments, and every day now we tell the story of the first Christmas and learn to sing some of the sweet carols which Miss Grace plays for us.

Storm or sunshine—nothing but sickness can keep my little babies away, and

last Friday they were so sorry the next day was Saturday. Orgood's mother told me he wanted to come Saturday to be sure that there was no kindergarten, as she had told him. But the best of all to me is that my little ones have grasped the spirit of Christmas and not a day passes but some little heart, without any suggestion from me, prompts its owner to an act of helpfulness. It may be only to bring a chair for Katharine's dolly, or to have a cap ready for our play postman, or it may be the scene with Earl yesterday which neither teachers nor pupils will soon forget.

Shy, sensitive Earl, always ready for a rebuff, cannot yet fully understand this new sunny world he finds in the kindergarten. His quaint costume and old face would alone have distinguished him from the rest of my merry, dainty flock. But he is so timid that the little chest sinks, his head drops to one side and his shoulders seem to be trying to rise up and hide the unhappy head. So that he is altogether one of the most abject little mortals I ever beheld.

It has taken so much loving to unlock the little heart, so much merriment to make him laugh and join involuntarily in the games, and hardest of all, so much tact to keep the other children from disliking him. As our tree has not come yet, each child in turn stands in the center and represents our "wonderful tree," while the others dance about. It came Earl's turn to be the tree. He went at first willingly, but when he found all the eyes fixed upon him his courage failed him and he began to cry. I took him in my arms to comfort him. What shall I do? I thought. Knowing what real suffering it is for him, do I dare insist on his doing it? On the other hand, dare I neglect an opportunity of having him conquer his timidity? I chose the latter course, and after telling him how we all loved him and wished him to be happy and that he need not be the tree unless he chose, I reminded him how gladly the other

children helped when their turn came and that was what made our kindergarten so happy. Now he must choose whether he would be weak and selfish by refusing to help us, or be brave and strong and helpful, even if it was hard. After a moment's struggle he chose to be brave and did his part without a murmur. My little hero! how could I help snatching him up and kissing him! And such approving looks as the children bestowed upon him! Enough to keep him warm a month.

This morning, long before we began, he settled himself in the chair next to the one he knew I would take and there he sat, not daring to join many of the merry romps lest some one take his place, for he was far too shy to ask for it again. And when they played postman Earl could hardly wait for his turn, he was so eager to do his part.

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#### CHILD STUDY.

By H. A. R. P.

In the kindergarten we must accept a child as he is, and although we cannot alter his past, a knowledge of the past is needed to throw light on the present.

We sometimes think that we can read a child best in the light that shines from a period previous to his birth, as we see, or think we see, reflections in the child of the character of a parent. I observed two boys in a kindergarten the other day, filling their pockets with cubes belonging to the fourth gift. Upon finding that they were detected, my attention was arrested by the different manner in which the two boys behaved. One hung his head guiltily and looked heartily ashamed, quickly restoring the blocks to the box. The other, out of bold, blue eyes, looked defiance, hung on to his pockets with both small hands, flatly refusing to give up their contents. Nothing that was said had any visible effect upon him, and it was a full half hour before, tired out and hungry, he consented to return the blocks to the box. On investigation it was found that

the parents of the first boy, though very poor, were strictly honest, while the father of the second boy was steeped in wickedness. If the clue of our destiny is ever discovered will it not be by the patient student of childhood as she watches the development of the newly-born child! Here alone lies any hope of reward in the unraveling of the mysteries of creation. Here, too, lies the only reward worth having—the wisdom which teaches us to know mankind, and knowing it, how best to improve and benefit.

Marked visible returns for the patient labor of a teacher of children may be long withheld, yet she knows that the training during the early years of a child's life bears an indelible impress upon its future; consequently, if this training is as it should be, she has a right to expectantly hope for the best.

While a knowledge of the general characteristics of children may be useful, it is only by patient and intelligent study of the *peculiar* characteristics of the individual child that any great degree of success is reached. It is *then* that every word, every motion becomes to her "a sign that admits of interpretation."

Grant, Oh God, to us success!  
And with rich store of wisdom bless!  
That we may ever safely lead  
Thy little ones in thought and deed.  
*Philadelphia, Pa.*

#### WHEN MAMMA WAS SICK.

By J. L. SPICER.

One morning Milton and Gladys, two little ones, rose and called for mamma, but she was too sick to see them, and papa and the maid had to dress and care for them.

"Things don't taste quite as good as usual," said Milton, "I didn't know as mamma's being away would make such a difference."

He was but six years old and still quite a philosopher, continuing "now Gladys we will know how badly Mamma feels when you or I are sick. It just spoils

breakfast don't it?" "Spoil bek'fas', mamma done way," replied the little curly headed two year old.

"I'll tell you little ones," said papa, I will take a later train than usual this morning, and show you some new things I brought home from the city."

"Some of your very own playthings, papa, dear?"

"Yes, some nice things to help in telling Bible stories."

"Oh Gladys, papa will give us a little lecture all to ourselves."

"Nes' papa, show tings."

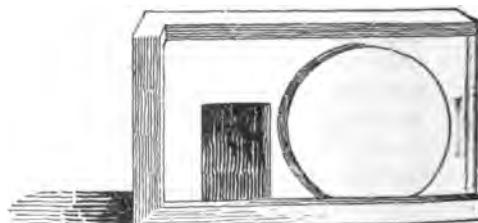
And the usual appetite returned, as the oatmeal bowls were filled again, the crisp toast enjoyed and each had a luscious date by way of dessert.

Papa had a large collection of Oriental curios, and objects gathered from many lands which he used in giving illustrated talks to Sunday school boys and girls. And his little ones enjoyed nothing better than to go up into "The Den," as the roomy study was called, and there deck themselves with the bright colored costumes or handle the curious "Playthings of Papa's" as they named them.

Breakfast finished, and mamma comfortably settled, papa untied a large package and took out some attractive boxes. The little lad spelled out M-i-l-t-o-n. "Papa that's my name."

"Yes, dear, these nice things are put up by the Milton Bradley Company."

"What is this one where the round block rolls in front of the little black hole?"



"That is the tomb, where Jesus was put, and the women came early in the morning and asked 'Who shall roll for us the stone away?'"

"I suppose, papa, that stone must have been so big and heavy it would take lots of men to move it away."

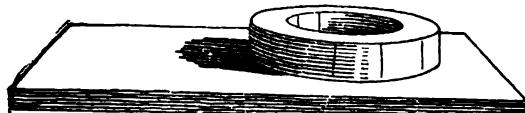
"Yes, but they found God's messengers had rolled it away, and Jesus had risen."

"How did they know what had become of him, papa?"

"The angels told them He is risen and goeth before you into Galilee."

"Oh, papa, dear, how glad they must have been."

"Yes, and the whole world has been glad, for he ascended into heaven where he ever liveth to make intercession for us."



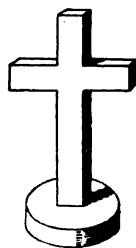
"What is this that looks like the well up at grandpa's farm?"

"That represents Jacob's well." (Show cut.)

"The man who had a dozen boys?"

"Yes, and this is a box of men."

"Just play men!"



"Yes, the cross will represent Jesus, and these bright colored sticks."

"Oh! I know papa, they are Oriental men, such as we saw at the World's Fair and like your bright coats; they love showy clothes."

"Now Jesus sat one day weary by the well" (puts cross on the curb), "these are his disciples, they go off to the city to buy bread. These blocks will represent the city, and we will put some pretty sticks here for men, by the gate of the city. I will put paper on this stick to

represent a dress and a veil. We will not put it over her face for she was not a good woman, and so did not always keep veiled. The name of the city is Sychor in Samaria. This woman goes out to draw water. Now she comes to the well and finds a Jew sitting there, and more strange, he speaks to her, and asks for a drink. They talk a long while and he tells her so much about her sinful life, and the water he could give her so she would never thirst.



"She leaves her jar, and it may have been this shape, so we will tie a string to it and let it down to draw some water while she goes to tell the men of the city to come and see if this is not the Christ."

"Now Gladys helps too, and both children move the men so they can all rush out following the woman, so anxious are they to hear Jesus talk."

"Now we will take this stool and turn it bottom up and lay the well board across; this box cover will answer for a stone trough, and these bits of cotton for sheep, now you may draw water for all 'The flock of Laban,' sister can move the sheep up to drink."

"Nes, girlie, me move sheeps to dink."

"And papa I will get my camels and cattle and a horse out of my Noah's ark to come too. They didn't have any elephants and such animals there did they and not many horses?"

"No, leave out the horses but bring the donkeys for this play."

"Oh now you've started us, papa, dear, we can get along."

"Nes we dets 'long papa," says the little girl.

Good-bye kisses, and papa hurries off to his business, leaving two happy busy little bodies who amuse themselves

nearly all day, and when papa comes home at night he finds mamma better—the cotton sheep all in the sheepfold.



The temple blocks built up into a mosque and a bright yellow man standing on top calling to prayer, while prostrate sticks here and there show the devout Mohammedans.

"All doing just as they did in Cairo street, at Chicago don't you remember papa?"

Then for the Sunday's lesson for December 7, there was a group of seven sticks, "David's brothers" and their father "Jesse" standing near. In front was a stick broken shorter.

"For David was the youngest you know papa."

And Samuel stood near.

"He is just going to anoint him king papa! Please leave them for to-morrow, I want to play a good many more things. You know papa dear, you showed me about the well, but this I managed all by myself when girlie was taking her nap."

New York City.

#### OUR CHRISTMAS PARTY.

By J. A. S.

Friday morning, December 20, the children of the Union Free School Kindergarten at White Plains, N. Y., beheld a visitor standing in one corner of their room. How their eyes sparkled as they clapped their hands and exclaimed, "Oh, see the Christmas tree!" "Ain't it pretty!" "Ain't it nice!" (This time we allowed that little pretender "Ain't" to pass unnoticed.) "Look, there's the pretty chain the little children made." "Ah—!" "Oh—!"

"Miss Thomas, who brought the tree?" "Did you and Miss Schermerhorn put on those pretty things?"

"Yes, we have put those pretty things

on the tree, and after awhile wouldn't you like to give the tree some more pretty things to hold?"

Having responded affirmatively, the children were ready for the morning exercises, after which the boxes on the table were opened and each child saw the card or mat which meant so much love work to him, transformed into ornamental and useful articles, and as each came forward to place the gift in that wonderful tree, we talked about it, about how happy it would make others, etc. What a delightful morning that was.

At one o'clock that afternoon the bright faces returned and parents and friends came also. The latter were at once seated in the room, where our visitor entertained them.

We gathered in the hall and marched in, sixty strong, singing "Childhood's Happy Days."

In the ring we sang our greeting and then introduced those little fingers that had done so much to make visible the hearts' desires. The beautiful finger plays were followed by the singing of "The Wonderful Tree" before us, with which we compared and contrasted other trees, and the busy "Little Jack Frost" and the "Wind's Call to the Leaves" were suggested and sung, while North Wind, a restless boy, and his helpers came and set those leaves, boys and girls, dancing and whirling and

"Soon fast asleep in their earthy beds,  
The snow laid a coverlet over their heads."

Then the gentle sun beamed, spring came and soon all the snow was gone. As the flowers grew we sang about the daisies, buttercups, violets, etc.

Birds built their nests, taught their young to hop and fly with as much zeal as though it were truly spring, for the joys of that season filled their hearts.

We kindergarten children, be we young in years or old, are young in spirit, and our imaginations are so elastic that all the seasons may be embraced in an hour or even a shorter time.

"Hark! someone is coming who knows all about our happy hearts." "Santa Claus," rang out some voices. Then we were busy blacksmiths and cobblers, helping Santa Claus to prepare for his journeys of love. Then "O clap, clap the hands," etc., and "I think I hear the sleigh bells ringing," etc., rang out in joyous tones. Then "Jolly Old St. Nicholas" changed those tones to ones more subdued, and then we children told in concert the story of the birth of the Saviour of men in

"Little children, can you tell,  
Do you know the story well?" etc.

After that we watched the tree in its candle-light glow while we talked together in low tones. Then we plucked the fruit of that wonderful tree and wished each other "Merry Christmas" and a "Happy New Year" and parted to meet again January 6, 1896.

White Plains, N. Y.

#### HOW THE WIND FIXED MATTERS.

BY ANNE MAXWELL MILLER.

Of all the woods that the Wind knew there was one that he loved most of all, because it was so beautiful and so quiet, far, far away from all houses and noises of men, and because such happy little creatures had their homes there.

One day he came blowing into this wood, but had not gone very far when he stopped short, for his breath was quite taken away with astonishment at something he saw. There on the root of a large elm tree sat a little brown Squirrel chattering away to a Robin that perched on a twig close by, while up on the tree trunk, near his own hole, was a Woodpecker, standing all upside down, as the most sensible Woodpeckers will do and never grow dizzy, though how they manage it is more than we can tell.

The Wind was not surprised to see these three talking together, for he knew that they lived near neighbors all in the same big elm tree and were very good friends, but he had never before seen them all look as they did on that day.

Instead of twitching about and chirping merrily, the Robin sat very still and stiff on his twig, with his head drawn in and his beak stuck upwards, very much as if he was pouting; the bright eyes of the Woodpecker were half shut, and his feathers all fluffed up in a very dissatisfied way; and even the Squirrel's bushy tail had not such a cheerful flourish as usual.

"Why highty-tighty!" said the Wind. "What does all this mean, I should like to know? What has happened to give you all such doleful faces on this beautiful morning, when everyone should be full of happiness?"

"It is all very well for *you* to say that," said the Robin, "you who have no housekeeping troubles and cares; but for my part, I am quite out of patience plastering, and plastering mud, and weaving in hay and sticks. I can't see why I cannot have a comfortable home all ready for me, like the Squirrel in the tree trunk, without the trouble of building a nest every year."

"Yes," remarked the Woodpecker, "and how I should enjoy a change from my tiresome, dark hole."

"You might both of you have reason to complain," said the Squirrel, "if you had always lived, as I have done, in the same big hole near the ground, instead of being up in the tree trunk or among the beautiful, green branches. Why wasn't I made so that I could build a beautiful hay nest?"

They all looked very unhappy indeed.

Now, you know, the dear old Wind has an excellent way of clearing things up. He whistled softly to himself, as if thinking very hard, and then he said, "Hurrah! I have a plan! I'll tell you what to do! Since your homes are already built, and each likes the others' best, why not change about and each try a new kind?"

"What a beautiful plan!" said they all and immediately the Robin flew down to the Woodpecker's hole, and the Squirrel scampered up the tree and along the

branches to the Robin's nest, while the Woodpecker hurried into the Squirrel's hole. To be sure the Robin found the Woodpecker's hole very close quarters indeed, and his smooth wings were all rumpled, and his beautiful brown tail feathers all pushed to one side; and the Squirrel had hard work to curl himself up into the Robin's nest; and the Woodpecker felt very lonely in the Squirrel's big hole, and found the nuts stored away there a very hard bed to rest upon; but they all tucked themselves away as best they could, and tried to think that they were enjoying it very much indeed. It was such a change!

And then something happened. The sly old Wind took a long breath and blew, and blew, until the great elm tree swayed and shook like a twig.

Scarcely had he stopped, when out and down and up came the three little creatures as fast as wings and feet could carry them.

"Gracious!" said the Woodpecker, "such a big barn of a place I never saw. I was all blown about in it. For safety and coziness give me my own little hole."

"You are very welcome to it I am sure," said the Robin. "My beak was almost blown away because I could not get my head far enough into the horrid little place. There is nothing like my own comfortable nest!"

"Comfortable indeed!" said the Squirrel. "Why it blew about so that I nearly fell out and was obliged to hold on for dear life. Just wait until I can get back into my own snug, steady hole!"

The old Wind laughed softly to himself. "I do not think that I shall find them discontented again," said he.

*New York City.*

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#### HOW ONE KINDERGARTEN VISITED ANOTHER.

It was not a very large kindergarten, you may imagine, or it would not have had an invitation to come six miles to enjoy a Christmas tree with a kindergarten numbering fifty-four.

No, it was a small kindergarten with only six children and it was held in a private house, but the children seemed just as happy and eager in planning for their Christmas work as if the morning ring were larger.

The thought of visiting another kindergarten was indeed a great delight, especially as it was in a city and a city we all have heard about, because a certain kind of watch is made there. Waterbury watch, you may have guessed. Yes, Waterbury was the place where these fifty-four children were going to have a tree, and the place the visitors came from was a smaller town, but quite famous, for your rubbers and mackintoshes came from that town. The six children talked about their trip to Waterbury for some time. All of them had seen the city before, but it is more fun to go with one's playmates than to go alone even with one's own mamma. Then if one has never ridden in an electric car there is much to see that is new.

It is really very strange to go flying over the tracks with no horse, or mule, or any kind of an animal drawing the car, and it would puzzle an older head than that of a child of five years to tell what does make the car go.

Well the children saw every thing there was to be seen from the car window and in one show window was a real Santa Claus beckoning every one to come in and shaking his head as if he wanted the children to know he was really alive.

The children had to change cars in the city, and the kindergartner was like a mother-hen counting her chicks, for she had to see that every child was put aboard and did not stray to see the many sights.

When the children reached the kindergarten and went inside how pleasant it was to see so many children in the ring and then the beautiful Christmas tree with the presents hung on so gracefully! There were cards in star shapes with little gilt stars pasted on by the children and little calendars sewed on them. Then the mats which the pupils had woven

were made into various things, cornucopias, square and triangular sachet bags and spectacle cases. The Christmas bells gave out merry music—for there were bells sewed on to a longworsted cord and it went away round the circle so that every child took hold with both hands and shook the bells together.

When the ribbon wheel was brought to play "The Wheelwright" one plain-spoken child piped up: "Oh we have a *new one*" to the amusement of the visitors and the kindergartner's discomposure. But the very funniest part of the Christmas celebration was the babies. The babies! you say. Yes, the babies, for the children asked their mothers and as the mothers were poor and had no one with whom to leave their babies, the babies came too and frequently added to the Christmas music. When the exercises were over and the tree unloaded of its gifts, the six children went home, and though they were rather tired and walked as if their feet had shoes as heavy as those of the horse, they all declared they had enjoyed themselves so much they wanted to go again soon.

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#### MRS. HARTLEY'S VALENTINE.

BY HELEN EDWARDS.

If you had been among the mountains of North Carolina a few years ago, you might have seen a little boy named Billy Hartley. He and his mother lived on his uncle's farm, and even when he was very small, he used to help the men in their work. He knew how to feed the mules and pigs and chickens, and when he was seven years old could guide a plow across a field, and back, if some one turned it round for him when he reached the end.

Even in winter there was so much to do, he did not have a chance to go to school until he was a big boy, but he learned a great many things about the plants and animals on the farm, and the birds and trees in the woods; and he used to make pictures of them on any scrap of paper he could find.

One day in early February, the sun shone so brightly it seemed like spring, and Billy finished his work early. Then taking a nice sheet of paper his mother had saved for him, he went to his favorite rock to make a picture. He saw so many things—trees, from tall oaks, and pines, to little chinkapin bushes, "baby chestnuts," he called them, and looking through the branches he could see the river and the bridge that led to the village and part of the post office roof far away. It was hard to decide what to draw, and he was still trying to decide when his friend Bonnie Bluebird flew up and sat on a branch beside him.

"Good evening, Billy," sang he, "are you making a valentine?" "Good evening," answered Billy, "I don't think I am making a valentine, what is it?" "Haven't you heard of Saint Valentine?" sang the bird, "he was a good man who lived long ago and taught people to be kind to the birds, so every year we choose our mates on his birthday; the children like to remember him too, and keep the day by sending pretty pictures and loving words to their sweethearts."

"Mother is my sweetheart," said Billy, "I would like to make her a picture of you for a valentine." Bonnie Bluebird was glad to help, and kept still while Billy drew him perched on the branch, and when it was finished he knew it was the best drawing he had ever done.

"When will Saint Valentine's day come?" he asked. "On the fourteenth of February, that will be next Friday," answered the bluebird, and then added "how are you going to send this to your mother?" "I'll take it to the post office," said Billy, "that's where Uncle Ben gets his letters; thank you dear old bluebird."

The bird flew away singing, and Billy went as fast as he could towards the village, but just as he reached the bridge he remembered the bluebird said valentines had words. He was going to

ask the postmaster to address the envelope for him, but this was different. He thought a minute, and then put the picture on the railing of the bridge and made some marks coming out of the birds mouth. "He is saying 'I love you mother,'" said Billy to himself, "it's all right now," and he went on to the post office and the postmaster sold him a stamp and envelope and addressed the envelope to Mrs. Hartley, and then he ran home and waited as well as he could until Saint Valentine's day came.

Uncle Ben did not go to the post office every day, but he did go the next Friday, and brought what seemed a letter home to his sister. Mrs. Hartley opened it and smiled, and then Billy almost thought there were tears in her eyes. "Let me see mother," said he coming up quickly, "why it's a valentine, do you know what that is? And what is the bird singing?"

"I think he is singing 'I love you mother,'" said Mrs. Hartley, kissing him. "That's just exactly it," cried Billy clapping his hands, "how ever did you know?"

Charleston, W. Va.

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**THE LITTLE COTTON PLANT.**  
HOW IT BECAME A SHEET OF PINK PAPER.  
BY NONA H. McADOO.

Once upon a time, there was a Little Cotton Plant which lived in a great field in the far South. There were a great many other cotton plants both large and small growing in this same field, but I am going to tell you about this one, and how it became a sheet of pink paper for a sweet little girl named Dot.

The skies were very blue and the winds gentle over the field where the Little Cotton Plant lived—and it grew, and grew—until one day a cotton-picker came along and pulled off the beautiful white bolls, and hurried them away in his basket. The Cotton Plant cried a little when it saw its pretty white bolls taken away, but the little bolls were not afraid. They just lay *very* still in the bottom of

the basket, and by and by they found themselves in a great big factory, where they were put through machines and made into yards and yards of lovely blue cloth which after a time was put for sale on the shelf of a shop. Then the mamma of a little girl named Dot, bought this blue cloth and made it into a beautiful new dress for her. And Little Dot wore it and wore it until it was worn out and thrown into the rag-bag. Little Dot thought no more about it until one day a man (whom I suspect you all know!) came through the streets calling: "Rags! rags! rags!" and Little Dot ran and gave him what was left of her little blue dress. And what do you suppose became of it? The old ragman took it down to a paper mill where it was torn into tiny pieces and ground into a soft pulp—and then made into little pink sheets and envelopes—*beautiful* pink like a seashell! and by and by Dot's Papa bought it all tied up in a nice little box, and gave it to Dot for a Christmas present. But she didn't know it was made from her old blue dress which had first come from the dear Little Cotton Plant! Did you?

Washington, D. C.

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**A WASHINGTON BIRTHDAY PARTY.**  
BY ALICE LOTHERINGTON.

"To-morrow will be the 22d of February," said Miss Jones, looking at the calendar which hung on the wall of the kindergarten, "and the 22d of February is—"

"George Washington's birthday," said the children.

"Who can tell me about George Washington?" asked Miss Jones.

"I'll try," said Stella. Stella came to afternoon class and read in a history. "He was a soldier," she said, "and helped the United States to gain its independence. He was our first president."

"Independence," said Miss Jones, "what a big word for little folks. Please tell us what it means."

"It means—it means—" and Stella stopped and looked thoughtfully at the kindergartner.

"Let me help you," said Miss Jones. "When America was very small it was ruled by the mother country, England. But it grew larger and stronger, till one day the American people said they would like to rule themselves, and with the help of good, wise men like George Washington and Benjamin Franklin they were able to do so."

"Washington was our first president," said Stella. "And our second also," was the reply.

"My big brother Dick," said Sam, "told me Washington was a brave soldier and a good, kind man. And that the American people loved him so much for what he had done for their country that his birthday should be kept as a holiday. And he said there would be no kindergarten to-morrow, and Brother Dick always knows."

"How nice it must be to have a big brother," said Miss Jones. "There will be no kindergarten to-morrow," she continued, "but we will have a Washington birthday party, and you are all asked to come. We will meet here at two o'clock and then go to the park, after which we are invited to take tea with a dear friend whom we all love."

"Aunt Martha," shouted Willie. "It must be Aunt Martha."

You may be sure there were no tardy ones next day, and at ten minutes past two the little party was on its way to the park.

What a delightful time the children had! So many things to look at! Dear donkeys, pony carriages, goat carriages, people skating, children sliding, that it was almost three o'clock when they reached the menagerie.

Allie had never seen so many wild animals. There were tigers, lions, panthers, rhinoceroses, hyenas, camels, leopards and many, many others.

Miss Jones told the larger children they might go about by themselves if

they were very careful, while she stayed with the wee tots.

Mary was having fine fun looking at the baby tiger playing with a rubber ball (just like her cat at home, she said), when Stella came hurrying up.

"Oh, Miss Jones, do come quickly," she cried, "into the next house. There is the biggest animal in the world, I think."

"There he is!" she exclaimed, as they entered the room.

"An elephant," said Miss Jones.

"Brother Dick told me about elephants," exclaimed Sam. "But this one is too smart for anything. Look, 'watch him,'" he continued, as the keeper stepped into the elephant's stall.

The man spoke kindly to the elephant and then began to walk about, the animal following him and taking the same kind of steps that the man took.

The keeper then asked the elephant if he were hungry, and the big fellow nodded his head, "Yes." A table was put, with some bread, in front of the animal, and he helped himself with his big trunk. "Just see where his mouth is!" exclaimed Stella, "under his trunk."

But the greatest fun was when Mr. Elephant took a drink out of a bottle and then gave it to his keeper for him to drink, too. While the elephant was drinking the keeper rang a small dinner bell and the big fellow did just the same. After eating and drinking the big fellow wiped his mouth with a napkin which the keeper handed him. Then he fanned himself with a palm-leaf fan, crept like a baby, went to sleep and danced. Mary could not forget the dancing part.

"How could such a big fellow learn so much!" exclaimed Stella in wonder.

"Elephants are very intelligent," said Miss Jones, "and in their native lands, Asia and Africa, are very useful to the natives. Some day I'll tell you more about him, but I think we had better be going as I see father sun is traveling towards the west, and Aunt Martha will be waiting tea."

What a jolly tea that was. I wish all little folks had an Aunt Martha.

After supper the children went into the parlor to look at a picture of George Washington. Then Auntie showed a piece of wood which she had brought from Mount Vernon, Virginia, where Washington used to live, and the children were allowed to hold the wood in their hands.

By that time it began to get dark and after many "good-byes" from the children, and an invitation from Auntie to be sure and "come again soon," the little party started for home.

It was a long time before the children stopped talking about the Washington Birthday party. And Miss Jones made her little folks very happy, by promising to take them to the park again very soon.

*Brooklyn, N. Y.*

#### ANOTHER VIEW.

A certain distinguished kindergartner, living in a distant city, is inclined to take some exception to what was said in these columns for December regarding the difference between progressive and stagnant members of the sisterhood. She puts the matter from a different point of view and in this way: "It seems to me that you make rather an unfair assertion when you say that because kindergartners are not seen at all such meetings as the one recently held in Boston that they are 'stagnant,' 'unprogressive,' 'unboundedly conceited,' etc. Do you not think that most kindergartners, and *all* training teachers, would be glad to attend national conventions, and may it not be that in cases where they do not attend conscience may enter into the question? I know one training teacher who has to think of others beside herself in the spending of her not too munificent salary. She is obliged to anticipate old age for herself and her family as well. She feels that she must spend her vacations in such a way that those dependent upon her may share the rest and change.

If she saves money enough to take a thousand-mile journey and pay board in some city during a session of a convention, some other people must miss a needed change. Also, when such conventions are held in the middle of the year of work some training teachers might feel that their place was with their classes. There is another feature that is worth considering. At a convention that one training teacher has attended in her own city, the people who were advertised to appear and from whom she expected to receive help and inspiration, failed to come. In this day of cheap publications and comprehensive 'Reviews of Reviews,' one can stay at home and rest amid the invigorating and inspiring scenes of nature and read the condensed report of such gatherings, getting the winnowed wheat without the chaff, and save time, money and energy thereby for the serious work of the year."

These are considerations of the matter that surely should not be ignored, for the questions of how much travel one should do, the proper use of vacations, what are imperative duties as regards the home, the office, the school, all these are personal questions, and no one should assume to decide them for another. But there is an inspiration in being in personal touch with the leaders in a great movement and a glorious cause that can neither be ignored nor gainsaid. We were writing about the kindergartners who do not take advantage of the opportunities which are plainly within their reach, not of those who sincerely regret that circumstances make it necessary for them to forego many things which they would like to undertake for their professional benefit. The difference between the two classes is wide.

Attention is called to the advertisement of the Buffalo Sunday School Primary Union Symbols, to be used in connection with the International Lessons, which appears in another column.

## Kindergarten News

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### THE FOUR WINDS.

By MAUDE M. E. MITCHELL.

Do you know where the North wind comes from?  
It comes from the land of snow.  
No wonder we wrap in our warmest clothes  
When we hear the North wind blow.  
  
And the East wind comes from the ocean,  
And always, it tells of rain,  
And dampness, and showers, and dismal fogs,  
May ever be found in its train.  
  
And the South wind blows from the tropics,  
Its breath is fragrant with flowers,  
It whispers of fields of clover,  
Of spices, and leafy bower.  
  
And the West Wind brings us good weather,  
It gives us our brightest days,  
I wish that the wind would blow, don't you,  
From out of the West always?

### EDITORIAL COMMENT.

PEABODY HOUSE in Boston will be opened about March 1, a building of fifteen rooms, No. 156 Chambers street, having been leased for five years. This location is at the West End and within a quarter of a mile of the great union railroad station. This institution will be supported by the Elizabeth Peabody House Association, which has a sufficient sum in hand to make a good beginning in the work and will exert itself to secure whatever more is needed. The first thing to be done as soon as the house is opened will be the establishing of a free kindergarten for the benefit of some of the 150 children in that vicinity who have applied in vain for admission to the public kindergartens. There will

be a "house mother" in charge of the family and at least one kindergartner, who will give her whole time to the enterprise. Associated with her will be a number of residents, young women who are members of the Boston kindergarten training classes and others who are interested in allied lines of study and labor. These residents will give as much time to teaching in the kindergarten and outside missionary endeavor as they can spare from their regular vocations, meanwhile paying the market price for board as a help in supporting the House. A suitable library will be provided and as many of the college settlement features adopted as may seem desirable in view of the prevailing conditions. The circular of information says: "Through the daily life with the children the residents will make friends with the mothers, and gradually introduce purifying and uplifting influences into the family life of the neighborhood. Clubs and classes for the older brothers and sisters will naturally and by degrees grow from this beginning. It is hoped that the kindergarten boys and girls will be kept permanently interested in the House as they grow up, so that the influence of the kindergarten may still be with them in their later years at school. Interesting plans are under consideration for a cooking school, a training class for nursery maids and for mothers' clubs and classes, where helpful hints may be given as to the care of children and of the home." Membership fees for the support of Peabody House are \$8 per year, and all contributions may be sent to the treasurer of the association, Boylston A. Beal, 524 Exchange Building, 53 State street. There is a necessity of raising \$1,500 for the coming year, beyond what has already been pledged, and a public meeting in behalf of the House was held at Huntington Hall on the afternoon of January 22. Dr. Samuel Eliot, chairman of the members of the council, presided and ex-

plained the needs of the association. The other speakers were President Tucker of Dartmouth college, Prof. Paul Hanns of Harvard, Miss L. B. Pingree, Frank Sanborn and Rev. Edward Everett Hale. The Chestnut street alumnae of Miss Garland and Miss Weston's school are interested in furnishing Peabody House, and contributions for that purpose may be sent to Miss Garland, 29 West Cedar street, or Miss Emilie Pousson, 96 Chestnut street. Doubtless the House will in some particular be a memorial to Miss Weston as well as Miss Peabody.

THE annual meeting of the International Kindergarten Union will be held at Teachers college, New York city, February 14 and 15, and every effort will be put forth to make this occasion as enjoyable and helpful as the late Boston demonstration. The arrangements are in charge of Miss Angeline Brooks of the college, who will see that accommodations will be provided in that vicinity for all visitors from a distance. During Friday, the 14th, there will be one or more sessions of the officers, members of the advisory board and the different committees for consultation. In the evening comes a reception, to which all the kindergartners of New York, Brooklyn and vicinity are invited, and on Saturday morning occurs the more formal public meeting. Among the important matters to come before the Thursday conference will be the literature of the kindergarten and the proper training of teachers. Short speeches are expected in the evening from Miss Symonds and Miss Pingree of Boston, Mrs. Harriman of Providence, Miss Curtis of New Britain, Felix Adler of New York, Miss Fitts of Brooklyn, Mrs. Van Kirk of Philadelphia, Miss Elder of Buffalo and Miss Laws of Cincinnati. Miss Wiltse will give a report for the I. K. U. and letters will be read from Mrs. Cooper of San Francisco and Miss Hart of Baltimore. Letters will

also be read from Germany and reports from different branches of the Union. The programme for the Saturday morning meeting is one of much promise. One of the leading topics will be "The Relation of the Kindergarten to Child Study Movement," the speakers being Miss Anna E. Bryan and Miss Amalie Hofer of Chicago and Miss Constance Mackenzie of Philadelphia. Next comes "The Kindergarten for All," with a talk by Kate Douglas Wiggin Riggs, and then "The Education of the People Through the Kindergarten," the speakers being James L. Hughes of Toronto and Rev. Leighton Williams of New York. Miss Nora A. Smith will be asked to repeat her illustrated talk regarding "Story Telling," which so delighted the Boston audience, and Hamilton W. Mabie will be heard regarding "The Elements of Culture in the Kindergarten." The programmes to be sent out will have directions for reaching the college, which is on West 120th street, Morningside Heights.

THIS annual meeting will be an important one for the cause. It will be the first midwinter gathering attempted by the Union on its own account and will probably become the precedent for holding such a meeting every year about this time. Some of the members of the Union have urged that arrangements should be made for a large and important meeting in connection with the July sessions of the National Educational Association. But it is well understood that the officers of the latter organization do not favor gatherings of societies at the time of their annual meetings which are not connected with their great body. They are anxious that the kindergarten department of the association shall flourish and attract general attention as a part of each educational festival in July, but they do not want any side issue—and they would regard the Union in such a light—to detract from the interest or rival the attractions of that

department. For this and other reasons it was felt by some of the leaders in the Union that a February gathering entirely distinct from the national association would be very desirable and advantageous and that it ought to bring many prominent kindergartners together, just as the department of school superintendents which is held in February is sure to do.

REFERENCE was made in December to the different prices which are paid kindergartners in the principal cities of the country, as tabulated by some of the guild living in Philadelphia, Providence being quoted near the head of the column as paying \$750. A correspondent who thinks that the Providence kindergartners are forced to work for compensation that is too meager, asks that we call attention to the schedule of prices, which runs as follows: Critic teacher in kindergarten, \$750; principal, \$400, \$420, \$525; according to length of service; assistants, \$300, \$350, \$400. In case there are two sessions the kindergartner receives \$100 extra.

CERTAIN friends whose opinions we value highly are disposed to pointedly criticise the tenor of the Sunday school lessons now appearing in the News and to regret that such things are published in the name of the kindergarten. We apprehend that this point is well taken and hereafter the name kindergarten will not be connected with the series. From the nature of the case there is bound to be a difference of opinion about this whole matter, and in future articles we may take occasion to state the diverse points of view as we understand them. We certainly should not insert this series of lessons in the News if we did not believe that there is a demand for it among earnest and faithful Sunday school teachers and did not find that in its main features it is meeting with warm approbation from such

teachers. At the same time we shall be very glad to have all persons who are interested in such things, whether they are or are not kindergartners, give free expression to their ideas regarding the series.

MEANWHILE, the following extract from a letter written by an earnest pastor, who is also an experienced professional teacher, is worthy of quoting: "Will you give me your opinion as to what constitutes kindergarten work in essence? Is not any work systematically arranged with reference to the development of the child's nature and powers so that by his own employment he will be reaching a symmetrical advancement in all essentials the idea of the kindergarten? If this is true can any subject like those treated in the International Sunday school lessons be made strictly kindergarten work? I am only questioning, not even seeking to assert an opinion. I want to see what is right and then am ready to go ahead. I am sure that better methods are needed in the primary Sunday school work, and mean to bring it to pass that there shall be better ones, but I am not as yet sure what names should be given to those methods. In this conclusion I am reminded of a question asked by a teacher in a convention where a paper on the word method or some similar topic had been read, 'Would you advise carrying the word method into all the highest grades?' I have been in the habit of saying that object teaching is not the kindergarten. But religious teaching is neither form nor color, and if the principle of the kindergarten is to be applied to Sunday school work we must look for some discrimination that will allow the transfer of the basal ideas from the kindergarten, as employed to teach form, color, etc., to other phases of truth. Beyond this I am not quite clear, except that we have no right to call most of the work kindergarten which is at present done in Sunday school."

## KIND ACTS.

Each little act of kindness  
Along life's thorny way  
Will take root in our bosom,  
And flourish day by day.  
Practice will make it easy,  
And many will we see  
Who need our tender comfort  
And heart-felt sympathy.

Life is short and fleeting,  
Therefore let us not fail  
To help each fallen brother  
In sorrow's crushing gale.  
It isn't the thing we do,  
But what we've left undone,  
That makes us feel regretful  
At the setting of the sun.

We may need the comfort  
Some kind friend can breathe  
Into our troubled spirit,  
Our sorrows to relieve.  
With our lips we'd bless them  
For the kindness they had done,  
The golden rule let's practice  
Till our pilgrimage is done.

—Cyrus J. Cole.

The last mothers' meeting connected with the Philadelphia Training School Kindergarten was held in the parlors north-east corner Eleventh and Pine streets, Monday, January 18, at 4 p. m. The third meeting comes February 8. These meetings are conducted by Mrs. Van Kirk, Miss F. G. Law and Mrs. Southworth. The subjects for the winter are "Mutter und Kose Lieder," "Games and Handwork."

The Crazy Jane kindergarten, corner Hill and Halsey streets, Newark, N. J., is in charge of Miss Delia Hope Jacobus, a graduate of a New York training class.

There are seven kindergartens in the public schools at Marshalltown, Ia. The teachers meet every two weeks for unity of thought in their programme work and the alternating weeks they conduct mothers' meetings in their own wards. At present they are studying "Children's Rights."

The *Times* of Buffalo, N. Y., says in regard to kindergartens: "It won't be many years before the people of this country will come to look upon these institutions as of the greatest educational importance. Because here the seed of patriotism, honor and morality is sown that will in time make staunch American citizens. Kindergartens are as yet too little known to meet with universal approval."

## MARCH SUNDAY SCHOOL LESSONS.

BY MARY S. THOMPSON.

## FIRST SUNDAY, MARCH 1.

Jesus the Messiah.—*Luke* 9:18-27.  
GOLDEN TEXT.—This is my beloved son, hear him.—*Luke* 9:35.

TINY TRUTH.—He is our Saviour.

TINY PRAYER.—Help us to follow Jesus.

## METHOD.

ROLL CALL.—Response, *Matt.* 10:38.

## TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

## TINY REPRODUCTION STORY.

One time when Jesus was talking with his disciples, he asked them whom people thought he was, they told him that some said John the Baptist, some Elias and others one of the old prophets come to life again. Then Jesus said: "But who say ye that I am?" How glad he was to find that his dearly loved disciples believed he was the Christ, their Saviour. Jesus told them that he must suffer and die, and if any of them would follow him to Heaven, they must do right things, always.

Make a cross with some of the Sunday School Blocks. Ask questions. Whom does the cross make you think of? Jesus. Why?

Jesus always did what was just right, even if it was not pleasant. He says if we will come after him, we must do right things every day, even if we do not feel like it. He calls it taking up the cross. Teach this little verse.

"There's not a child so small and weak,  
But has his little cross to take,  
His little work of love and praise,  
That he may do for Jesus' sake."

Make the application personal and practical by suggesting little duties for the children to perform. If any one thinks he will try this week to do just right things, he may take a cross to carry home. (Have a quantity of little colored paper crosses on the table.) Don't make the children promise, just suggest to each child that he do something which your knowledge of him leads you to think might require some effort, and if he thinks he will try let him take a cross home as a reminder.

Let the older children lay a cross with tablets, and the tiniest babies may outline one drawn with chalk on the table. March till the bell strikes.

**MOTHER TALKS.**—Read *Luke 9:18-27.*

Explain unusual words. Talk about Peter, telling other incidents in his history. Explain what Jesus meant by seeing the kingdom of God.

Teach response for next Sunday.

SUNDAY, MARCH 8.

**True Love to One's Neighbor.**—*Luke 10:25-37.*

**GOLDEN TEXT.**—Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself.—*Luke 10:27.*

**TINY TRUTH.**—The heathen are our neighbors.

**TINY PRAYER.**—Help us to love our neighbors.

METHOD.

**ROLL CALL.**—Response, Part of Golden Text.

**TINY SONG OF GREETING.**

Repeat the Lord's Prayer and the Tiny Prayer.

**TINY REPRODUCTION STORY.**

Jesus told a story one day about a man who was going from Jerusalem to Jericho. He fell in with some robbers, who tore off his clothes, beat him, and then left him, almost dead by the roadside. Very soon two men came that way, but when they saw him, they passed by on the other side. Then a Samaritan came along, he was a man from another country, but he pitied the poor sufferer and did all he possibly could to help him. Jesus told this story to show that any one who needs our help is our neighbor.

Give out the lesson pictures and ask some child to tell the story.

Encourage the children to tell who some of their neighbors are. Then tell who Jesus says they are, the poor, the sick, the stranger, every one who needs help.

Some of our neighbors live far away. Name some of them, and tell things we can do for them. Send missionaries, Bibles, clothing, etc.

We will send a greeting to some of these neighbors this morning. Let children rise and face the North and say:

Good morning Neighbor Esquimaux  
In far-off land of ice and snow.

Face the South.

Good morning Neighbor Negro too,  
We send our love and gifts to you.

Face the East.

Good morning Neighbor Chinaman.  
We wish to help you all we can.

Face the West.

Good Morning Neighbor Indian, you  
Shall have our love and prayers too.

Position in the Circle.

We send a greeting through the air  
To all our neighbors every where.  
(Gesture.)

March till the bell strikes.

**MOTHER TALKS.**—*Luke 10:25-37.*

Explain unusual words. Tell how travelers in the East carried provisions with them. Describe an inn. Talk about the use of oil and wine, the value of money, etc.

Teach response for next Sunday.

SUNDAY, MARCH 15.

**Teaching About Prayer.**—*Luke 11:1-18.*

**GOLDEN TEXT.**—Ask, and it shall be given you; seek, and ye shall find; knock and it shall be opened unto you. *Luke 11:9.*

**TINY TRUTH.**—God hears our prayers.

**TINY PRAYER.**—Lord teach us to pray.

METHOD.

**ROLL CALL.**—Response. Golden Text, (first clause.)

**TINY SONG OF GREETING.**

Repeat the Lord's Prayer and the Tiny Prayer.

**TINY REPRODUCTION STORY.**

The disciples of Jesus asked him to teach them to pray, and he taught them the prayer we pray to-day. Our Father which art in Heaven. We call it the Lord's Prayer. Jesus told his disciples that God would always hear and answer their prayers. He said that God was their Father and loved to give good gifts to his children. Let us repeat the Golden Text in concert.

Our best gifts all come from the dear Heavenly Father.

Repeat this little verse in concert and follow with the Lord's Prayer.

The disciples asked the Saviour  
To teach them how to pray,  
Then lovingly he taught them  
This prayer we use to-day.  
Our Father which art in Heaven.  
Hallowed be Thy name, etc.

Jesus wants us to ask for food, for forgiveness, for help when tempted to do wrong and that his kingdom may come, that means, we ask that everybody may give their hearts to God and obey him.

Tell how every little child may help increase his kingdom, by using the familiar candle illustration. Show lighted candle, speak of its use, and how we may be like it. Sing:

"Shine out for Jesus,  
Let each little candle shine,  
He will guide and safely shelter  
With his arms divine."

Bring out the box of colored sticks. Speak of ways the children may shine, then say those of you who would like to try to be like the little candle, may make one with sticks on the table. When all have finished, continue the exercise in some such way as this. Who made the red candle? Millie. We will sing our little verse again, substituting Millie's name for the word candle, making it,

"Shine out for Jesus,  
May our little *Millie* shine," etc.

Proceed in the same manner with the others. This method furnishes opportunity to give each child words of counsel, and impress him with a sense of personal responsibility.

Close with a march.

MOTHER TALKS.—Read *Luke 11:1-8*.

Explain the story Jesus told about prayer. Describe Eastern customs regarding hospitality, traveling in the night, etc. Tell what the egg and the loaf and fish resemble, and that no father would give his hungry children anything hurtful in their stead. Speak of the good gifts we receive daily from the Heavenly Father. Teach response for next Sunday.

SUNDAY, MARCH 22.

Faithful and Unfaithful Servants.—  
*Luke 12: 37-48*.

GOLDEN TEXT.—Be not drunk with wine wherein is excess but be filled with the Spirit.—*Eph. 5: 18*.

TINY TRUTH.—Jesus is our Master.

TINY PRAYER.—Help us to be faithful little boys and girls.

METHOD.

ROLL CALL.—Response, *Luke 12: 37* (first clause.)

TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

TINY REPRODUCTION STORY.

Show the lesson picture and tell the story. The Master is away, he has left his home and all he possesses to the care of his servants. Look at the servants, the clothes they wear, the food they eat, the pretty house that shelters them, and all the things they have to enjoy belong to the Master. They should have made good use of all these things, but see! the Master has come unexpectedly and finds his servants drinking and quarreling. He is very much displeased.

Ask easy questions. Whose servants

are we? Jesus' Where is the Master? Will He come again?

Impress the truth that everything we have is from Him—sunshine, air, water, fruit, etc. The Master wants his servants to enjoy his things and be happy till he comes, but he tells us of some things we must not do. Repeat first part of the Golden Text.

Give each child a first gift ball. Symbolize the balls, calling them apples, grapes, oranges, etc. Tell how some unfaithful servants make wine and cider of God's grapes and apples. Encourage each child to think of some good way to use the fruit he has. As each one tells how he will dispose of his fruit let him drop it into the basket. When all have been gathered put basket away. Reproduce the story again by using the following little finger play:

Here is a house the Master owns, (Make house with the hands.)  
The servants are within,  
What can they do while He is gone,  
To please and honor him?  
The little servants now appear (Hold up fingers.)  
Ten fingers straight and white,  
In work, in play, in everything,  
Resolved to do what's right.

Speak of things the little finger servants can do for the Master, or show the picture, "What's This?" in the Mother Plays, that the child may be impressed by the assigning particular work to individual fingers with the fact that different servants have different duties to perform.

MOTHER TALKS.—Read *Luke 12:37-48*.

Explain how the Jews and Romans divided the night. Tell how Eastern houses were built, making it easy for thieves to break through.

Teach response for next Sunday.—  
*Luke 12:8*.

FIRST QUARTERLY REVIEW.

GOLDEN TEXT.—Whosoever shall confess me before men, him shall the Son of Man also confess before the angels of God.—*Luke 12:8*.

TINY TRUTH.—Jesus will confess us.

TINY PRAYER.—Help us to confess Jesus.

METHOD.

ROLL CALL.—Response, Golden Text or any Bible verse learned during the quarter.

TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

## TINY REPRODUCTION STORIES.

Have a quantity of the quarter's lesson pictures on hand and conduct the review in some such way as this. You may all close your eyes a minute and I will give one of you something. Place the "Forerunner of Christ" in some child's hand. Open your eyes. Who has the picture? Harry. Harry may rise and hold his picture so all can see it. Ask the children to tell all they can about it.

Proceed in like manner with the other lessons in their order. In connection with each lesson introduce some song or exercise for variety. Close with a march as usual.

MOTHER TALKS.—Read some of the Bible lessons again. Talk about *Luke* 12:8, and how little children may confess Him. Teach response for next Sunday, *Luke* 24:6.

Lebanon, N. H.

## PROGRAMME WORK.

READ BEFORE THE KINDERGARTEN SECTION OF THE WISCONSIN STATE TEACHERS' ASSOCIATION, DECEMBER 27, 1896.

PART I.

BY LIZZIE A. THURSDELL.

That which has been done in the past and that which is being done now in any line of thought or work furnishes the basis of progress. To know what place our work occupies in comparison with other work of its kind is to know something of the history of all such work. To review with profit the subject of programme-building, need we go farther back than our childhood days for a beginning? How many of us remember the programme in some conspicuous place on the blackboard? The form or outline was indelibly stamped on the memory of one small person at least. This programme was built upon time, and was not often rewritten from one year's end to another. If it became dim, the careful pupil was allowed the privilege of retracing it.

The word "Programme" was fancifully printed or written at the top; down the left side was a column of figures, and after each was written the name of some recitation. It told us that from 9.30 to 10 a class was to recite from a book, beginning at the page and paragraph where it left off the day before—nothing more. We remember no pretty stories, objects or pictures in connection with the lesson. The principle that mental activity is promoted by growth was not understood then as now.

This form of programme remained with us through high school and even our normal course. Then the kindergarten, with its grand principles and beautiful methods of teaching, came to us. The few in the beginning were somewhat purer than many which sprang up over the land a little later under untrained or poorly-trained teachers, who knew little or nothing of its fundamental principles. Perhaps the teachers were not so much to blame as some of the mothers who had become enthused over the subject of kindergartens while visiting the city. The lovely young girl who spent so much of her time playing with the small children of the neighborhood was the very one to open a kindergarten. They would supply her with a few blocks and sewing cards so she could make a beginning. Or the superintendent of schools may have been like one of whom I heard only last fall, who urged one of his primary teachers to take the new kindergarten soon to be opened, because he knew she could do it. All she needed was to find out about the use of some of the material mentioned in the catalogue and buy a book of songs and games.

From these untrained or poorly-trained teachers came the great abundance of pretty things pasted in books for the children, the articles showing no particular sequence or relationship. In such a kindergarten the programme read something as follows: Monday, perforating; Tuesday, sewing; Wednesday, weaving; Thursday, folding; Friday, cutting.

Following this, and more harmful, we believe, came the terribly stiff, "cut and dried" kindergarten kept by the teacher who had learned exactly how it was to be done. She had all the gift sequences carefully drawn and written in a book manufactured for the purpose; besides this were the occupation books with their regular schools of work. How could she make mistakes with such books for constant reference? The poor little teacher who had dared to amuse the children in a somewhat natural way was either awed into oblivion by such assurance of superiority on the part of the new kindergartner, or was suddenly filled with the determination to take the training before she taught another day.

In this schoolish school\* the kindergarten philosophy was lacking. The

\* The word "school" in this sense meaning the opposite of "leisure."

cube was taught as were the three R's in our younger days. The teacher was so actively employed in developing material that she failed to see the dear little child needed something more than the colors of the first gift or the three unchangeable forms of the second to interest him. She did not perceive that he was filled with a desire to investigate, to transform, to invent. She dwelt upon each color of the first gift and all its motions before "introducing" the second; then upon faces, corners, edges and angles of the second as though the child were never again to have opportunities of learning them. In the meantime he was known at home as "the worst child in the world for destroying things."

The greater number of children enter kindergartens for only one year, then pass into the primary. Now they are cheated by having to spend one-third of that time on the first gift—nothing but round objects and curved lines before they are allowed to hear the sound of the second or play with its three distinct type forms! What a wealth of material is often withheld from the child who can only attend kindergarten one year!

Frobel says, "In the kindergarten the essential thing is the child, his nature, his growth, his development, his education. In the school it is the opposite. The essential thing is the object; its nature the knowledge, intuition and understanding of its properties, its relations, etc."

The outline of programme in the foregoing described kindergarten read as follows:

	First Period.	Second Period.
Monday.	First Gift.	Clay Balls.
Tuesday.	Round Tablets.	Round Parquetry.
Wednesday.	Whole Rings.	Sew Rings.
Thursday.	Lentils.	Perforate.
Friday.	Complete unfinished work of the week.	

It was certainly logical. The chart made from such a programme would be nothing more than a first gift chart, the teacher's aim being to impress roundness. An observer untutored in the mysteries of the kindergarten, but who enjoyed spending hours amusing his own children, was astonished to learn that so much time and talk was required for the child to gain a conception of roundness, so concluded that he either knew very little of child nature or that much of the kindergarten practice was "bosh," as he expressed it.

In the morning circle the children received more consideration. They chose the songs one after another until the allotted time was gone, then returned to

their seats for the gift lesson. This needs no description, for it was only a lesson. They marched into circle for games. After singing "Let us form a ring," Susie was asked to choose a game. "A little bird once made a nest" was played (?) as it had been played many times before—as the teacher had learned to play it in the training class. Johnnie chose "The Cobbler"; a skipping game followed and the period was done. We are glad to say that the occupation was usually an outcome of the gift lesson. In this kindergarten the plan of work was based upon *time* and *material*.

A short period in the history of programme-building followed, in which pretty little scraps of poetry or song served as a foundation for the work of a week or month. These were chosen because they were pretty or simple and would please the children, and also because they suggested so many things which could easily be represented with the material. This was not *all* wrong.

Shall we now begin to rebuild. True kindergartners will not tear to pieces the theories, opinions and practices of others without offering a new whole in return. If they analyze they must sympathize.

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The Pawtucket kindergartners met recently to form a Frobel society, their object being a deeper study of Frobel's theories and a joining of hands in the kindergarten work. It was determined to make a double effort on the part of each member to secure an extension of the kindergarten cause. With three flourishing kindergartens, and the prospect of a kindergarten cottage in the near future, Pawtucket is laying the foundation of a fine system, and deserves the hearty co-operation of citizens and kindergartners for the establishment of one in every public school.

The semi-monthly meeting of the mother play class of the Philadelphia branch of the International Kindergarten Union was held January 3, in the kindergarten rooms of the Institution for the Blind. A paper was read by Miss Geraldine O'Grady on the Light Songs. The class numbers fully one hundred members of the Philadelphia Union, and their discussions of the symbolism of Frobel's songs are of significance to all interested in the education of children. Miss Constance Mackenzie has charge of the class.

Mrs. Musselman has a kindergarten at 318 Broadway, Little Rock, Ark.



We invite short letters for publication in this department, showing the growth and extension of the kindergarten movement all over this country.

#### AUGUSTA, GEORGIA.

The kindergarten connected with Haines Institute is called the Buffalo kindergarten, because it is supported by friends in Buffalo and pennies of the little children of the free kindergarten and the Sunday schools there, as well as the dollars from the women of the missionary society, who pay Miss Smallwood's salary. It was opened in October, 1894, and Miss Smallwood, who has told the forty little negro children about their friends in Buffalo, says in one of her letters: "It is really amusing to hear these kindergarten children talk of their kind friends in Buffalo. They seem to know Buffalo and its people as well as though they had lived there. One day a little girl brought me a paper which she said was thrown into her yard and had reading on it about Buffalo, which she was going to put in her scrapbook, so sacred to her is the name of Buffalo." Just after Thanksgiving Miss Smallwood wrote: "These children seem only developed mouths; their intelligence seems to go no further. I explained to them the meaning of Thanksgiving Day, and asked them to bring something they liked very much for these little children who had less than they. The apples with bites taken out of them and diminished sticks of candy told very plainly it was their first lesson in self-denial. One little girl brought a bright leaf and a little boy a flower, all they had to give." At the end of the first year's work Miss Smallwood writes: "I think the kindergarten one of the greatest means for making better the condition of the home among the negroes, for in many instances the truth has been plainly shown

how a little child shall lead them." Miss Laney says in regard to the work: "Already our first term of kindergarten work has awakened some of the young mothers and fathers to the real need of the child." She also speaks of the benefit the kindergarten has been to the young women in the institute who are preparing themselves for teachers, who have seen in it the application of certain principles of education which they could not have got by reading or lectures. The record of the first year will not be complete without giving one instance of Miss Smallwood's thought for her children and for the schools where she taught in Buffalo. "Many of my children," she says, "are quite poor, but I find a good number have formed the habit of chewing gum, which I am anxious to break; so I have started a fund from pennies which would have gone for gum. We want to raise five dollars to send to the kindergarten association in Buffalo."

#### DENVER, COLORADO.

The free association has supported the Colfax, Garfield and Santa Fe kindergartens during the past year, with an enrollment of over 400 and an average attendance of 250. The Garfield school has lately been made a part of the school system of District No. 2 and the others are likely to be incorporated in that district before a long time. The educational department of the association is under the supervision of the Denver Normal and Preparatory school, which furnishes to it its ablest teachers, thereby giving the children the best instruction possible. This normal school, which is presided over by Prof. Fred Dick, ex-state superintendent of public instruction, is not only an important factor in the free kindergarten work, but Denver is becoming through it a center of information for the entire state on the subject of kindergarten instruction and establishments in other cities and towns.

#### BOSTON, MASSACHUSETTS.

Miss S. E. Brassil, supervisor of the Quincy schools talked at the January meeting of the Eastern Kindergarten Association in the hall of the Girls' High school, on "Methods of Nature Study for Young Children." She began with the autumn flowers, such as golden-rod, the China asters, etc., and analyzed each, so that the youthful mind and curiosity could not fail to be awakened. The plants in general, the animals, the

minerals and the weather, she thought, should be taught to the young pupils, in addition to providing charts on the blackboard representing the different conditions of the atmosphere each day. The sun, rain, snow, clouds, would thus all be illustrated. By a constant acquaintanceship with plant and bird life, the speaker went on to say, the children are made to love their pets and understand that through the ages one increasing purpose runs. Nature studies develop sentiment in children's minds and teach them that there is no selfishness in all the world. The next meeting of the association will be held February 11.

#### SAN FRANCISCO, CALIFORNIA.

The annual meeting of the California Freybel Society was held Friday afternoon, January 10, at 64 Silver street, with the vice-president, Mrs. Dohrman, in the chair. The reports from the various officers were very encouraging, especially that of the treasurer, who reports no indebtedness and \$14.20 cash on hand. A number of new books have been purchased for the library, and Mrs. C. B. Alexander presented the society with Miss Nora Smith's latest publication. The following officers were elected to serve for the ensuing year: Honorary presidents, Mrs. Kate Wiggin Riggs and Mrs. Sarah B. Cooper; president, Miss Nora A. Smith; vice-president, Miss Grace Barnard; recording secretary, Miss M. Bullock; corresponding secretary, Miss Banning; financial secretary, Miss Mary Ames; treasurer, Miss Janet Hopps; librarian, Madame Plise; reporter, Mrs. H. G. Wordlund. After the election of officers a social hour was enjoyed, and refreshments served by the executive committee.

#### PHILADELPHIA, PENNSYLVANIA.

The Philadelphia Society of Freybel Kindergartners held the regular monthly meeting at the school of Industrial Art, Broad and Pine streets, Saturday, January 11, at 2.30 p. m., with the president, Mrs. Van Kirk, in the chair. The secretary's report was read and adopted, and after the singing of the kindergartner's hymn, "Up to me sweet childhood looketh," Mr. Leslie Miller of the School of Industrial Art introduced the lecturer of the hour, Dr. Elmer Gates of Washington, well known in educational circles as a professor of psychology and mind art. Dr. Gates took for his subject, "Elements of Brain Building, as Applied to First Stages of Kindergarten Culture."

In brief he said: All living things are either unicellular organisms or functionally connected groups of cells. A cell is the simplest known form of a living thing consisting of a small mass of matter with a denser central portion called a nucleus, neither part of which can live independent of the other. This mass of protoplasm, studied under the microscope has been found capable of moving and growing, of assimilating foods, of reproducing its kind and of responding to various stimuli as heat, electricity, pain. The human organism is a group of cells, so what applies to the simple cell applies to the human being, and the psychology of the cell constitutes the basis of all higher psychology. All living creatures are mind organisms and mentation exists in the lowest forms of life. By actual experiment it has been proved that varying the environment of cells causes them to exhibit different activities or mentalities, so that certain mentalities can be traced to certain environmental conditions. Each nerve has a specific sense as of cold, heat, pleasure, pain, seeing, hearing and smelling. In the child all these nerves should be stimulated by their proper stimuli—for example, all degrees of warmth and cold which are pleasurable to the child should be experienced by him. If all the temperature cells were properly stimulated, the dread "catching cold" would be avoided. When every nerve cell has been stimulated the child is able to compare and discriminate by his own activity. The greatest care should be taken never to leave a disagreeable sensation on the mind of the child; evil memories produce a poison in the blood which prevents growth. If a certain class of evil memories has become active in the child he is immoral or perhaps criminal in disposition. If the person in charge knows how to proceed to systematically register in the brain memories of a moral and pleasurable kind and can keep these moral activities in excess of the immoral ones, then will growth take place in the cells and in that part of the brain where the desirable functioning occurs, the most blood will flow to these more active parts, and the child will be psychologically reborn. Dr. Gates believes, as did the founder of the kindergarten system, that self-activity is the true basis of education, and that the kindergartner is destined to occupy the highest profession among mankind. Throughout the lecture Dr. Gates gave practical illustrations of his principles.

## THE ATLANTA EXHIBIT.

Speaking of the kindergarten department of the Atlanta Exposition, the Journal of that city says: The patience and skill of Miss Hill is a constant wonder to all visitors. She is untiring in her efforts to improve the children, and also to let the public see a perfect system of kindergarten in operation. After examining into the merits of many schools of kindergarten work, Miss Sergeant visited Louisville to investigate more fully the work of the kindergarten system there, and determined to secure Miss Hill for the work to be shown at the Cotton States and International Exposition in connection with the model school. It has been exceedingly gratifying to the members of the woman's board of managers that Miss Sergeant's judgment in the selection of Miss Hill has been commended by all the distinguished visiting educators. The people of Atlanta and the South feel indebted to the exposition educational committee and to Miss Sergeant, chairman, for this glimpse of work given in training small children for the great work of education. Miss Hill represents the free kindergarten schools of Louisville, Ky., and Atlanta is most grateful to her sister city for the privilege of having in her midst a teacher so interesting and cultivated as this young disciple of Froebel.

## TAMPA, FLORIDA.

A few of the ladies of Hyde Park, Tampa, Fla., have united themselves in a body called the Hyde Park Kindergarten Association, for the purpose of establishing kindergartens and promoting the kindergarten cause in various ways. Several years ago Mrs. J. H. Wells, the foremost promoter of this movement, started a little kindergarten in her home for her own child and inviting some children from the neighborhood to join it. The following year a kindergarten was opened in Tampa in connection with Miss Baker's seminary, and Mrs. Wells sent her little girl there, still showing her zeal and interest for the cause in the use of her pen for paper and magazine to promote a true kindergarten sentiment in the community. In due time Miss M. A. West, the kindergartner, organized a Parents' Froebel Association for the purpose of interesting and instructing the parents in the principles of the kindergarten. At the meetings of this association Miss West explained the gifts and occupations, il-

lustrating her talk with the practical application of the material. Articles pertaining to the great theme were read by other ladies and every effort was made to make the programme interesting. The work continued for two years and then was dropped for a time. This Hyde Park association is an outgrowth of the work and interest started at that time. It has organized a kindergarten which was opened in Hyde Park last autumn with Miss West as kindergartner. The kindergarten has gained a good footing in Tampa, and the parents are beginning to realize that they cannot do without it, as the city is rapidly growing in population. We trust that during the new year other kindergartens may be added to the two now established and under the direction of Miss West and Miss Mills.

## MILWAUKEE, WISCONSIN.

The first annual meeting of the Wisconsin branch of the International Kindergarten Union was held at the State Normal school during the holidays. The president, Miss Benz, gave a short address, stating objects and ambitions of this new organization, and then introduced Miss Mary McCulloch, supervisor of kindergartens in St. Louis, whose appeal for concentrated effort was received with enthusiasm. Dr. W. H. Hailmann of Washington, D. C., said he hoped that the American association would in time become allied to the German. Prof. G. Stanley Hall of Clark University, Worcester, Mass., recommended the use of common sense, "the American Muse," to all having care of children. Miss Payne of the Chicago association urged that kindergartners be not puffed up with their successes; that there were more battles to fight, and they must not permit themselves to fall behind. The following officers were elected: President, Miss Hattie Twitchell, Milwaukee; first vice-president, Mrs. E. Strickland, Sheboygan; second vice president, Miss Kristensen, Two Rivers; secretary, Miss Anna E. Bloss, Oshkosh; treasurer, Mrs. John Clement, Racine. Executive board, Miss Alma Benz, Milwaukee; Miss Susie Johnston, Menomonie; Mrs. L. A. Truesdell, Milwaukee; Miss Bentley, Marinette; Miss Carrie Ide, Oconto; Miss Hendricks, Madison.

At the recent kindergarten department meeting of the State Teachers' Association, Miss Mary T. Hall, supervisor of primary work in the Milwaukee

public schools, presided and made a brief address, and a paper on "Programme Work" was read by Mrs. L. A. Truesdell, superintendent of the Mission Kindergarten Association of Milwaukee, who spoke of the necessity of a fixed programme in the kindergarten in order to attain the best results. The necessity for harmonious growth of the child was also emphasized. A brief discussion followed, in which Miss Hotchkiss of Milwaukee dwelt upon the lasting effect of all this plan and programme upon the child. Mrs. T. C. Phillips sang "Five Little Pigs," after which Miss Bertha Payne of the Chicago Frebel Association read a paper on "Kindergarten Play," in which she spoke of the growth of the kindergarten in spite of all difficulties, the importance of having teachers "up to date"—progressive—the necessity of knowing each child thoroughly in order to touch the highest part of its nature, and in which she enumerated the many ways in which the kindergarten games were useful to the child, as follows: The rhythmic unison of the child with the music; physical activity a help to the growth of the soul and the body; rest to brain work and object of interest; graceful poise; living and getting into sympathy with the lives of other people; in short, harmony. The discussion was led by Miss Hattie Twitchell of Milwaukee, who said that teachers should strive to get more out of themselves rather than use books and material entirely. Mrs. Daniel Fulcomer of Milwaukee reiterated the statement that a teacher should attain the best insight into the child's nature and encourage his best impulses. Mrs. W. P. Rogers of Milwaukee sang "Little Boy Blue." Dr. W. N. Hallmann spoke of the creative side of a child's nature, saying that the child could become a creator, a maker in the kindergarten. The meeting closed with the singing of "Shine Out, Oh Blessed Star," and "America."

Speaking typographically one of the most attractive programmes we have seen for a long time was sent out by the managers of the Southern Educational Association for the meeting at Hot Springs, Ark., December 31 and January 1 and 2. The cover border, printed in brown ink, was an excellent representation of bronze, and the arrangement of the contents was calculated to hold the eye beyond a passing glance. Neither

should the subject-matter be passed over lightly, for the programme teemed with live subjects and contained the names of the leading educators in the South. Superintendent J. H. Phillips of Birmingham, Ala., was president of the department of elementary education which met on the afternoon of the New Year, and the first topic was "The Kindergarten in its Relation to the Public Schools," which was treated in a paper read by Miss Alice E. Warner of Galveston, Tex. The leader in the discussion which followed was Superintendent George W. Gordon of Memphis, Tenn., and after him came Miss Mary C. McCullough of St. Louis, Miss Johnny George of Little Rock and Superintendent J. G. Crabbe of Ashland, Ky.

Pittsburg has twelve free kindergartens. With scarcely an exception they are in the poorest and most densely populated districts, where the foreign element predominates. The average attendance last year was five hundred, with as many more children seeking admission.

There are eleven kindergartens under the management of the Buffalo association, and many more under the patronage of clubs and individuals, yet it was recently necessary in one kindergarten alone to refuse admission during three days to over fifteen children. At the Erie and Main street schools the children are nearly all Italians. They are superior to the others in clay modeling and singing. The Jefferson street kindergarten shows remarkable growth with a membership of about fifty, mostly Hebrew. The number includes thirty little Russian Jews who could not speak a word of English when they first entered the kindergarten.

A public kindergarten was opened January 6, at Janesville, Wis., in the parlors of All Souls, the People's church. A guarantee fund to defray expenses has been started and it is hoped that the work will be taken up later by the Board of Education and incorporated into the public school system. Mrs. J. C. Bartholff, who has spent several years in the work in Milwaukee, is the kindergarten teacher.

At a late meeting of the Philadelphia school board committee on grammar, secondary and primary schools it was agreed to establish a kindergarten in the Hancock street church, seventeenth section, and in the Muhlenberg Building, Twenty-ninth section at Seventeenth and Master streets.



The kindergarten devotes itself more to ideas than to words; more to things than to books. Children are taught words too much, while they fail to catch ideas. Give a child ideas. The world does not need fine rhetoric—valuable as that is—half as much as it needs practical, useful ideas. That is exactly the aim of the kindergarten—to make the mind creative, to stimulate thought, to beget ideas. Habits of observation are carefully cultivated. Observing is more than seeing. The child in the kindergarten is taught to observe—that is, to notice with attention, to see truly. What he learns in the kindergarten is calculated to make him keep his eyes wide open to the world about him. He is taught to think, and that is the primal thing. The senses are sharpened, the hands are trained, and the body is made lithe and active.—*Sarah B. Cooper in San Francisco Call.*

The *World*, Cleveland, O., says: "Even so enlightened a community as the people of the United States have not yet come to the conclusion that a cent spent upon the younger children brings more results than dollars spent upon older pupils."

The best thing that the promoters of the kindergarten system are doing for the interests of humanity is in elevating to its true importance the work of the home for the child. It is in bringing us to see that the essential part of the training of a citizen does not consist in teaching him to read and write, but in development along moral lines, and that the shaping of speech is not to be disconnected from the formation of character. The training of the citizen for a patriot or an anarchist, for self-seeking or true humanitarianism, begins in the cradle, where with the first dawnings of intelligence the foundations may be laid for self-control, unselfishness and obedience to law.—*Emily Huntington Miller.*

The subject of child study has made rapid advances during the last year. More has been written and said upon this topic, more recorded observations of the significant acts, motions, incidents and expressions of children have

been made than in any one preceding year in the history of our country or of the world.

This movement to discover the conditions under which a child's mind can systematically, symmetrically and rightly develop has reached many teachers of grades above the kindergarten. In the universities, such as Harvard, Clark, Michigan, Illinois, Cornell, Madison and Chicago, learned professors are observing physical, mental and spiritual phenomena and discussing the causes and the laws governing them.

The educational journals present something of this subject in every issue. The spirit of the movement has reached many teachers in the grades, and under the inspiration of child study they are coming back to the time when "the teacher made the school," because his life touched theirs and they felt his power.

Formalism, routine, courses of study, examinations, gradings can never take the place of the soulful teacher who watches and works for a mental awakening and who is never satisfied until he is conscious that an earnest, honest, ambitious desire to know and represent the truth has been awakened in each individual pupil.—*Superintendent A. G. Lane of Chicago.*

The famous English authoress, Edna Lyall, writing of her life and early literary influences and work in January *Ladies' Home Journal*, says: "From the early days of my authorship up to the present time there has always been a story on hand, and writing has become so much a part of my life that it is difficult quite to understand what life without a vocation would be like, or how people exist without 'dream children.' They cost one much suffering, and bring many cares and anxieties; they are not what we could wish, and we are conscious of their faults. Still, they are our 'dream children,' and when they cheer the dull or interest the overworked there comes a glad sense that it has all been worth while, and we are thankful that the gift was given us."

The story goes that a woman once asked Darwin when she should begin to educate her child who was then two and a half years old. He answered, "Madam, you have already lost two and a half years."

A kindergarten is soon to be opened in San Bernardino, Cal.

## THE KINDERGARTEN IN JAPAN.

In 1874 a Normal School for Young Women was established in Tokio under the patronage of the Empress of Japan. In 1880 the number of students was 250, with a practice school of about 500 girls from seven to sixteen years of age. The students were from every fee (capital city) and ken (province) of the Empire; but there was no kindergarten training connected with this, nor, in fact, was it known anywhere in the land.

About this time a member of the Japanese Legation in Berlin married a German lady who had been trained in the Normal School for kindergarten work in Berlin, under the direction of Dr. Pepenheim, and brought her to Japan. The Empress, hearing of her accomplishments in this line, and being intensely interested in all educational matters, summoned her to the palace for consultation in reference to establishing a kindergarten in connection with the existing Girls' Normal School, which resulted in the employment of the lady for that purpose by the Educational Board.

Under her supervision necessary buildings were erected. First one of twenty-four classrooms, with a wide hall running through the center, with twelve rooms on each side; second, a special building or hall for exercise and play, about 45x35 feet in size; and third, a building for attendants for the children, with every convenience for cooking their dinner and caring for them in every way, somewhat after the plan of the Government kindergartens of Germany.

About an acre and a half of land was devoted to this kindergarten. There was a large front yard, planted with trees and flowers, and a large garden in the rear, containing trees, shrubbery and flower beds, of such variety as to furnish some kind of flower for the children every month in the year. In this garden was a fish pond, about thirty-five feet long, elliptical in shape, filled with gold-fish, from the very tiniest in size to those a foot long, and around this pond was a concreted walk with balustrades for the protection of the children, who took great pleasure in feeding the fish with rice cakes, etc. The most useful and beautiful part of the playground was a bower of wistaria which grows there in great profusion, about 60x35 feet large, furnishing a perfect shade for their noon-time play. The wistaria is a native of Japan and of rapid growth. The blossoms are of various colors, and are often

over two feet in length, while I have seen the vine with a stem larger around than my body.

The furniture and gifts for the kindergarten work were copied from the German models, and the paper and other materials were imported from Hamburg. Now the Japanese manufacture their own material. When I left Japan in 1883 there was only this one kindergarten in the Empire. Ten years later, according to the report of the Minister of Education, there were 108 public and forty-five private ones in operation, with 817 teachers and 8,662 children. The teachers were drawn almost entirely from the parent institution. There were also forty-two training departments in connection with the elementary schools.

On entering this work the German lady found great difficulty in one of the most important parts of kindergarten training, the singing—for Japanese music is slow and rather monotonous, and not at all adapted to bright and childish songs. So the court musicians were called in to compose music more suitable for the work, but the result was not just what was required. As I was then teaching music in the Normal School I was called in consultation.

There is an abundance of poetry for children, some of which I could adapt to our tunes, and three poets, one sixty, one forty and one twenty years old, were detailed by the Empress to write words to be set to some of the German folk song melodies which I was then introducing into the Normal School. Soon these little Japanese children were singing the tunes that Mozart and Beethoven had sung in their childhood.

An interpreter was set to the work of translating the little songs our own children are familiar with—"Lightly Row," "The Birds Are Come Again," "The Hare and the Hunter" and, I may say here, incidentally, that the labors of these poets, musicians and translators were not confined to the kindergarten work, but extended to writing, arranging and adapting words and music for the Normal and High schools.

Nothing could be more delightful than to see the interest of the Empress in this educational work. She visited the schools, talked with the children and offered them incentives to excel in their work. When I was there she had an especial interest in one of the kindergarten classes on account of her little five-year-old niece being a member. The little daughter of the Prime Minister

was also in this class. Both of them were exceedingly bright children.

As the object of these institutions was to adopt as complete a system of training as possible, they could not for a few years be made entirely free, but the fee demanded was made as low as possible, so that tradespeople, and even many who were laboring men, were able to avail themselves of the school for their little ones. In fact, the two children of my cook were in the same class, and were consequently playmates of the children belonging to the royal household, and in simplicity of dress and demeanor and true politeness to their social inferiors many could take a useful lesson from these members of Japanese aristocracy.—*Luther Whiting Mason in Lend a Hand.*

Ginn & Co. of Boston announce that they will have a second volume of Grimm's Fairy Tales ready this month, which will be edited by Sara E. Wiltse. This book will include not only a wider range of stories than the first, but it also appeals especially to the rapidly developing moral sense of children through such dramas of the conscience and will as "The Woodcutter's Child" so admirably presented. The bond of sympathy with animal life, so conspicuous in the first volume, is not neglected in these selections, the story of "The Three Languages" being the most important one of this nature. Wider social relations are indicated, but the editor has adhered strictly to the governing principles as set forth in her introduction to the first volume, eliminating cruelty, laziness and apparent rewards for performances of tricksters. Ginn & Co. also have in preparation a book called "All the Year Round," by Frances L. Strong of St. Paul, in three volumes, "Spring," "Autumn" and "Winter," with illustrations by Gertrude A. Stoker of the same city. This series is designed to tell in a child's language, and in a manner interesting to children, stories of the natural object studied for a specific day or lesson.

Miss H. C. Neafie is directress of the kindergarten at school No. 14, Rochester, N. Y., Misses Jessie Otis, Maud Pearce, Laura Meyer, Josephine Chamberlain, Mabel Taylor, Edna Mann, Bessie Van Ingen and Jennie Stone are the assistants.

The Church of the Archangel, New York city, has taken steps to establish a kindergarten in connection with the parish work.

# MUSIC

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Miss Maude Cohill has a kindergarten in the Lockard building, Bloomsburg, Pa.

Miss Gertrude Stratton, who has been teacher for five years at the Kindergarten College, Chicago, is director of the new kindergarten at Garfield school, Pittsburgh, Pa. Miss Mary Boggs succeeds Miss Howells as director of the Nelson Reed Memorial Kindergarten. The Froebel Mother class, in charge of Miss Pauline Washburn meets every second Monday in the Central Board Rooms.

The Hoagland Kindergarten of Brooklyn, N. Y., is the result of the Brooklyn Kindergarten Association's work. It was started last September by Dr. Hoagland. There are forty-eight children in attendance in charge of Miss Frances Whotley assisted by Miss Bessie Atwater.

Superintendent Henry Whittemore of Waltham, Mass., in his annual report, recommends the opening of a kindergarten in that city.

At Lowell, Mass., the following kindergartners have been elected: N. Grace Taylor, Mt. Vernon kindergarten; Louie I. Smith, Highland; M. Etta King, Centralville; Marietta G. Gormley, Agawam; Elsie Cragin, Lincoln; Rosemary Lennon, Colburn kindergarten.

The kindergarten section of the Wisconsin teachers' convention lately held at Milwaukee, was under the supervision of Miss Mary F. Hall of that city. Miss Selina Wasveyler has been appointed director of the Fifteenth district primary kindergarten at Milwaukee.

A kindergarten training department, conducted by Mrs. Rose L. Nesbit, will be added to Steinmann Institute, Dixon, Ill. There will also be a kindergarten with a limited number of pupils.

Miss R. M. Newman is teacher of the new kindergarten at Medway, Mass.

Miss Maude Bartlett is teaching in a kindergarten at Carbondale, Pa.

Miss Julia S. Noble's kindergarten at Westfield, Mass., which started in the fall, has been very successful and promises well for the future.

Rev. Mr. Merritt, pastor of the High street Baptist church, has opened a kindergarten in the Baptist Bethel, Somersworth, N. H., which is meeting with success.

Miss Florence Young of the Louisa Herron kindergarten, Pittsburg, Pa., reports an average daily attendance for the past four months of forty-four, and enthusiastic mothers' meetings well attended.

Dr. Hall of Clark University is making a close study of the kindergarten system as maintained in the Boston public schools and finds that it has its influence throughout the entire system.

A new kindergarten has been opened in the W. C. T. U. rooms, Charlottetown, N. B., in charge of Miss Sayre of Fredericton.

The officers of the Menken Free Kindergarten Association of Memphis, Tenn., are as follows: Eliza M. Selden, president; Cora Katzenberger, secretary; Mamie C. Hall, treasurer.

Chappaqua, N. Y., is going to add a kindergarten department to its free school.

The special committee appointed by the Lynn, Mass. school board to consider the matter of the kindergarten system, strongly advocate its incorporation into the public school system of that city.

The First Baptist Sunday school of Binghamton, N. Y., has established a kindergarten department.

The Woman's Loyal League at Rye, N. Y., has opened a kindergarten.

The Utica, N. Y., association has a new constitution, which provides for quarterly meetings.

Miss Lottie Jarner is director of the kindergarten at Emerson avenue Baptist mission, Minneapolis. Mrs. May Bennett is director of the kindergarten at Open Door Congregational church and Miss Maud Freeye is assistant.

Mrs. Z. Adams-Cutten reopened her kindergarten December 16, at the Moore Memorial church, Atlanta, Ga. She will also resume the training classes for kindergarten work.

The New York Kindergarten Association of which Hamilton W. Mabie is president, appeals to the citizens of New York for generous and immediate aid. The association maintains fifteen free

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kindergartens, mostly in the tenement house regions, and has been instrumental in securing the establishment of nine others in the public schools. To carry its work through the present year, ending in June, \$8,500 is needed. The smallest and largest contributions will be thankfully received. The treasurer is Alfred Bishop Mason, No. 10 Wall street. The association pays no salary to any officer and employs no paid collectors. Every dollar it receives goes directly for the benefit of the little children of the city.

One of the largest and most enthusiastic societies in Dowagiac, Mich., is the kindergarten association recently organized for the purpose of child study. Mrs. F. E. Lee is president and Mrs. H. F. Cole, secretary.

Mrs. Tureman has a kindergarten at Stockton, Cal.

Miss Mary J. Kurty has charge of the kindergarten at the Green Lane Grammar School building, Manayunk, Pa.

Miss Delia Hope Jacobus is teacher at the kindergarten under the auspices of the Newark Female Charitable Society, Newark, N. J.

Miss Jennie Stietenroth has a very successful kindergarten in connection with the Natchez, Miss., institute.

Miss Edith L. Kellogg, a graduate of Mt. Holyoke college and the Springfield training class, has opened a kindergarten in the primary Sunday school rooms of the South Hadley Falls, Mass., Congregational church.

An entertainment was recently given at Peckville, Pa., by the Misses Barnes for the benefit of the free kindergartens at Peckville and Dolph's.

The board of managers for the Inlet free kindergarten, Ithaca, N. Y., have elected the following officers: President, W. H. Riley; Vice-President, Mrs. M. D. Osborne; Secretary, Mrs. J. T. Newman; Treasurer, Dr. A. S. Fiske.

Madame Carolyn M. N. Claverie, formerly director of the kindergartens of the public schools at Los Angeles, Cal., has erected a beautiful new building for the Fröbel Institute. Mrs. Kate Tupper-Galpin joins Madame Claverie in her work.

The kindergarten association of Minneapolis, has arranged for a series of weekly mothers' meetings to be held in the lecture room of Plymouth church. Miss Jean McArthur addresses the first meeting on "Obedience," January 6.

The Italian kindergarten, connected with the Immaculate Conception Day Nursery, 47 Front street, Brooklyn, has an average daily attendance of one hundred pupils. Miss Katharine Fagan has the entire direction of this branch of the nursery work and the children are taught by Miss Leverty and Miss Mary Maginnis.

Mrs. Friedman and Mrs. Epstein have the management of the kindergarten at Kansas City, Kan., that is under the auspices of the Kansas City Branch of the National Council of Jewish women. The attendance at present is forty-five, all Jewish, although the institution is entirely non-sectarian.

Misses Jeanie Watson and Adele Zinke are kindergartners at First street, Fond Du Lac, Wis.; Misses Edith Merrick and Anna McLean, Fifth street; Misses Bessie Cheney and Ella Zinke, Ruggles street; Misses Hattie Searl and Clara Liston, Doty street. Miss Risbah Harriman is supervisor.

From the Norfolk, Va., *Landmark*. A charming entertainment was given by the pupils of the Misses Watt and Turner's kindergarten, in Bute street, the other afternoon. The little ones sang, marched and recited in a manner which reflected great credit upon themselves, as well as their teachers. A number of the friends of the school were present, among them the Revs. O. S. Barten, A. S. Lloyd and W. J. Young, and the exercises were highly enjoyed by all. The handiwork of the children, as exhibited during the exercises gave an excellent idea of how little people, of such tender age can be taught to think and do in a miniature way, things that will be useful to them in after life.

Misses Charlotte Hale and Ida Oakley have bought a lot corner of Webb and New Jersey avenues, Ocean Grove, N. J., for a suitable building for their kindergarten, which has outgrown its present quarters.

The free kindergarten at the Irving school, Tacoma, Wash., has thirty-four children under the supervision of Miss Norton, assisted by Miss Tuttle and Miss Hyde.

The university of Chicago is to establish a kindergarten at Forty-eighth street and Madison avenue, and the pupils of Prof. John Dewey of the department of philosophy and pedagogics, will act as teachers.

Miss Helen Lesser reopened her kindergarten at Lock Haven, Pa., January 6.

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## Sunday School

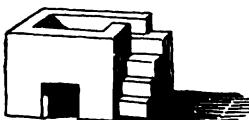
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Among the models will be found the Table, so often mentioned in the New Testament and so different from the modern table, the Water Jar, the Well, the Tomb with its rolling stone to close the entrance, the Mill of two circular stones, the Book or Roll with the 23rd Psalm printed in Hebrew, Crosses, Sunday School Men, etc. The line includes also Sunday School Building Blocks, Bible Sewing Cards, Maps and Pictures.

Further information may be obtained from the illustrated circular which will be sent to any address on application.

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IN THE STORY LAND, a new book for Kindergartens, by HARRIET LINCOLN COOLIDGE, contains a series of short stories for little children in simple language. Nos. 1, 2 and 3, 25 cents each, (boards.) The three numbers bound in one volume, (cloth) 75 cents, postpaid. OLD MOTHER EARTH, HER HIGHWAYS AND BYWAYS, an attractive geographical reader for little children, third edition, sample to teachers 36 cents postpaid.

WILLIAM BEVERLEY HARISON, 59 FIFTH AVE., N. Y.

The Free Kindergarten Association of Salt Lake City, Utah, has filed articles of incorporation, with the following officers: President, Emma J. McVicker; first vice-president, Nora M. Jones; second vice-president, Carrie L. Jones; secretary, Augusta W. Grant; treasurer, Irene E. Jennings.

Miss Mary E. Dallas has been elected to teach in the kindergarten in the Hancock M. E. Church building, Philadelphia, Pa.

The officers of the Atlanta association are as follows: President, Ex-Governor W. J. Northern; vice-presidents, Mr. Joseph Hirsch, Mrs. L. M. Gordon; secretary, Rev. Frank Wallis Barnett; treasurer, John F. Barclay.

Miss Emma Chamberlain has accepted a position in the public kindergarten at Menominee, Mich.

The free kindergarten connected with the Day Nursery at Harrisburg, Pa., which did much good last year but was closed on account of lack of funds in the spring, is again opened.

The kindergarten Club of Newark, N. J., have elected the following officers: Mrs. Melleney, president; Miss Goodwin, vice-president; Miss Harrison, secretary and treasurer.

Miss Charlotte Curtman is director, Miss Ida Ailsworth, assistant, at the free kindergarten at 1255 Collins street, St. Louis, Mo.

Miss Atwell of Cazenovia, N. Y., has as assistants in her kindergarten the Misses Needham and Morse.

Misses Sweet and Eldridge have a kindergarten at Cambridge, N. Y.

Miss Laura Brown is teacher at the kindergarten for the blind, Jamaica Plain, Mass.

At the state teachers' association recently held at Denver, Col., Miss Wilhelmina T. Caldwell spoke on "The Kindergarten, A Preparation for the Public School," Miss Laura E. Teft on "Child Study in the Kindergarten," and Mrs. Anna Steele, "What is the Effect of the Kindergarten on the Health of the Child?"

The free kindergarten which is located on Forty-third street, Galveston, Tex., in the center of the milling district has just completed the work of its third year. Seventy-five children between the ages of four and seven are in attendance in the cottage which is gratuitously given by the managers of the milling interests.

The expenses are met by contributions from Galveston's generous citizens, and could they by their own knowledge appreciate the good they are doing, they would not grow weary. Miss Margaret Wakelee is the director of this kindergarten.

There are two training classes and fourteen kindergartens in Salt Lake City, Utah. The following are the names of those having charge of private kindergartens: Miss Mains, Miss Tibbets, Miss Bertha K. Robinson, Miss Estey, Mrs. Felt, Miss Gould, Mrs. Reed.

Ogden, Utah, has organized a kindergarten association. Mrs. Jane Ballentyne, Miss Harriet B. Swab, Miss May Carter have private kindergartens there.

Miss Hattie C. Jensen and Miss Moorhead are kindergartners at Logan, Utah.

Miss Alice Clark has a kindergarten at Farmington, Utah.

A kindergarten association has been organized at Bennington, Vt., with Mrs. A. Buel Sibley as president; Miss Anna Park, vice-president.

The kindergarten association of Bangor, Me., supports two kindergartens; one at the Y. M. C. A. building under charge of Miss Helen Douglass who has achieved great success in both kindergarten and normal class work, the other at a house purchased for the purpose on Elm street under the direction of Miss Mansur. The present normal class consists of nine members.

Miss Pitman is kindergartner at the day nursery and free kindergarten at Richmond, Va.

The Woman's Loyal League have established a free kindergarten at Port Chester, N. Y., with Miss H. G. Parsons and Miss Florence Whittemore as kindergartners.

Among the subjects that will be discussed by Miss Jean McArthur in her talks to mothers at Minneapolis, Minn., are: "Truthfulness and Imagination," "Rights of Property," "Self-forgetfulness and Selfishness," "Punishments," "Development and Training of the Senses," "Habits and Their Value in Child Training," "Religion in Childhood," "Subjects of Birth and Death," "The Value of Positive Statements in Training Children," "The Story Question," "Playthings and Play," "Education by Work," "The Kindergarten, What It Is and How to Select One."

Mrs. Frank Kuddeiman is kindergartner at Petoskey, Mich.

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#### Kindergarten Training Class for Teachers.

For particulars address,

#### SUSAN PLESSNER POLLOCK,

who studied, graduated and received her diploma in Germany. Principal of Fröbel Normal Institute, 1426 Q Street, N. W., or MRS. LOUISE POLLOCK, Principal of National Institute, 1017 10th Street, N. W.

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For further information address Chicago Free Kindergarten Association.

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### The Fröbel School and Kindergarten Normal Class, WORCESTER, MASS.

Principal, Miss ANNIE COOLIDGE RUST.

School re-opens September 16, at 61 West Street. Normal Class re-opens October 1, at 4 Walnut Street.

The whole course of the Normal class embraces two years. First year, Certificate Course; Second year, Diploma Course.

Special one year course for those of certain qualifications.

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#### Normal School.

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The Post-Graduate Course for Kindergartners, October 12. A Special Preliminary Course beginning October 1, is offered in addition to the other courses.

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1333 Pine Street, Philadelphia, Pa.

### Kindergarten Training School

AT

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Principal, Mrs. Lucretia Willard Treat.

Under the auspices of Grand Rapids Kindergarten Association. The work includes the study of the gifts, occupations, songs, games, stories, Fröbel's books, "Mutter und Kose Lieder," and "Education of Man," and Susan E. Blow's "Symbolic Education."

Certificate, Diploma and Normal Courses.

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All grades taught, from Kindergarten to College. Training School for Kindergartners a specialty.

PROF. and MME. LOUIS CLAVERIE.  
Circular sent on application.

Misses Gerke and Valentine of Riverside, O., reopened their kindergarten January 9.

The Ridge kindergarten at Olyphant, Pa., was opened January 6, by Misses May and Edith Hull.

At Springfield, Mass., with the beginning of the winter term January 6, Mrs. Waters training school occupied its fine new quarters in the Industrial Institute. An important change in the school is the addition of a kindergarten where the young women of the training class can obtain practical experience in teaching. This is in charge of Miss Warren, who was at the Florence kindergarten last year, and already twelve little folks are enrolled as pupils. The training class for the coming term numbers sixteen, and will be in charge of Mrs. Waters as usual.

Miss Woodruff has charge of the Emma Moffett Tyng kindergarten at Columbus, Ga.

Miss Mary Baldwin has a kindergarten department connected with her select school at 68 Oriental street, Newark, N. J.

The Froebel Kindergarten Society of Toledo, O., are holding a course of lectures, semi-monthly, at the church of Our Father, the subjects being as follows: January 17, "General Programme," Mrs. Southard, Mrs. Irving, Dr. Charles Oravens; January 31, "Beauty," Dr. Emma B. Hayes; February 14, "Natural Science for Children," John H. Werum; February 28, "Some Fads and Fancies of our Educational System," W. V. Anderson, M. D.; March 18, "Froebel, the Greatest Modern Philosopher," Mary E. Law; March 27, "Character Building," O. S. Coler, Sandusky. This society is a branch of the International Kindergarten Union and member of the National Council of Women with officers as follows: President, Miss Mary E. Law; vice-president, Miss Alida Chapin; secretaries, Miss Louise Claffin and Miss Amelia Brucksieker; librarian, Miss Cora A. Law.

At Detroit, Mich., Miss Clara Mingins, superintendent of the kindergartens connected with the public schools, gave a lesson in kindergarten work at the Normal school, January 11, for the benefit of the teachers, about 150 of whom were present. She covered a variety of exercises, including blowing of soap bubbles, as a chest expander; a color lesson, with variegated heads; a cube,

square and circle lesson by means of blocks, cylinders and hemispheres; exercises in physical culture, which combined numbers with the effort to acquire grace of movement; singing, marching, hopping and skipping to music and some serious talk to the children.

The board of managers of the Louisville (Ky.) Free Kindergarten Association held its monthly meeting January 7, at 240 East Walnut street. There was a full attendance. Miss Patty Hill, superintendent of the work in all its departments, reported the kindergartens full and the attendance regular. The mothers' meetings held once a month by each principal in connection with her kindergarten have been well attended and those in charge are pleased with the results. The subjects discussed have been in practical relation to the mothers work with the child; and have embraced such topics as "punishment," "fear," "deception" and "care of the body." A new training class will be organized in February and the prospects are excellent.

From Seattle, Wash., comes the good news of the continued prosperity of the kindergarten association. "Our free kindergarten is a model and our training class, which now numbers fourteen, is doing splendid work, and its growth and prosperity give us great satisfaction."

"Science, religion and morals teach that neglect results either in death or degeneration. Plants and animals grow rank and wild without care. Think of the result of neglected children! Let us take earnestly this thought into our hearts and do all in our power to care for the weakest creatures God has made. Their weak instincts put them at the mercy of their surroundings, and their helplessness appeals to us eloquently. This appeal has been nobly met in most of our large cities by that most rational of all systems—the free kindergarten. Aside from the question of morals and philanthropy, it is one of political economy and self-protection. Every vagabond child reclaimed saves thousands of dollars to the state. Not only that, but adds to the Commonwealth all that a good citizen brings into it."—*Atlanta (Ga.) Constitution.*

One kindergartner says: "I often wish that everyone might take a kindergarten course. It gives a value to life scarcely to be attained otherwise, even in college."

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**THE SCIENCE SENTENCE BUILDER.**

We offer a new Sentence Builder, designed to teach language in connection with form, science and color, according to the modern methods. This Sentence Builder is a continuation of the scheme of language teaching begun by our Word Builder, Script Sentence Builder, Sentence Builder and Language Tablets. These are all the result of considerable study in this direction, and this Science Set embodies the results of the latest system of instruction.

The design is to get the attention of the child fixed upon the printed form of these familiar words, and this should be of great assistance to teachers in Busy Work of the youngest grades.

This box embraces a vocabulary of eighty different words, comprising those most commonly used in the earliest lessons in the branches mentioned. All the words are duplicated five times, except a few not often used, which are repeated from two to four times.

**MILTON BRADLEY CO.,**

**Springfield, Mass.**

**PRICE EACH, 25 CENTS.**

**IN THE CHILD'S WORLD.**

This is a charming book for mothers, kindergartens and primary teachers—all the people who are interested in little children. It is a book of Morning Talks and Stories by Emilie Pousson, author of "Nursery Finger Plays," with illustrations by L. J. Bridgman. There are forty-seven different "talks" about the things with which children ought to be most intimately acquainted—the changing seasons, fruits, flowers, domestic animals, insects, industrial trades, meaning of holidays, and such bits of history, biography and geography as seem appropriate. There are forty-seven full-page pictures, with many smaller ones, and attached to each talk is a list of books and short articles which are recommended for the teacher to read for her own benefit. While most of the stories are for children of the kindergarten age, whether at home, in the kindergarten, or in the lower grades of the primary school, a few of them are intended expressly for older children. Nearly ten thousand copies have been sold already. There are four hundred and forty-three pages.

**Price, Cloth and Gilt, \$2.00.**

**MILTON BRADLEY CO.,**

**Springfield, Mass.**

## WYNKEN, BLYNKEN AND NOD.

By ETHEL FIELD.

Wynken, Blynken, and Nod one night  
 Sailed off in a wooden shoe—  
 Sailed on a river of crystal light  
 Into a sea of dew.  
 Where are you going and what do you wish?  
 The old man asked the three,  
 We have come to fish for the herring fish  
 That live in the beautiful sea;  
 Nets of silver and gold have we,  
 Said Wynken, Blynken and Nod.

The old man laughed and sang a song,  
 As they rocked in the wooden shoe,  
 And the wind that sped them all night along  
 Ruffled the waves of dew.  
 The little stars were the herring fish  
 That lived in that beautiful sea;  
 Now cast your net wherever you wish—  
 Never feared are we.  
 So cried the stars to the fishermen three,  
 Wynken, Blynken, and Nod.

All night long their nets they throw  
 To the stars in twinkling foam—  
 Then down from the skies came the wooden  
 shoes,  
 'Twas all so pretty a sail it seemed  
 As if it could not be,  
 And some folks thought 'twas a dream  
 they'd dreamed  
 Of sailing that beautiful sea :  
 But I shall name you the fishermen three,  
 Wynken, Blynken, and Nod.

Wynken and Blynken are two little eyes,  
 And Nod is a little head,  
 And the Wooden shoes that sailed the skies  
 Is a wee one's trundle-bed ;  
 So shut your eyes while mother sings  
 Of wonderful sights that be,  
 And you shall see the beautiful things  
 As you rock in the misty sea  
 Where the old shoe rocked the fishermen  
 three,  
 Wynken, Blynken, and Nod.

Every mother hears the continual cry,  
 "I want something to play with." And  
 the sudden consciousness that the child  
 is quiet is in itself a danger signal,  
 sending the anxious mother flying in  
 pursuit of him with the ejaculation, "I  
 wonder what he is up to now." There is  
 never the slightest doubt that he is doing  
 something. Nothing but sleep or sick-  
 ness can for a moment check the  
 abounding vitality.

But it was reserved for Fröbel to see  
 how these natural forces could be used  
 to give this natural activity a natural  
 education. He sought to take advantage  
 of the child's observation, curiosity, de-  
 sire for play, interest in construction,  
 love of companionship, sense of sym-  
 pathy, appreciation of rhythm, melody

and beauty, making practical applica-  
 tion of these characteristics in his games,  
 gifts and occupations. True, all of this  
 is play, and all the better for that—what  
 but play can make any strong appeal to  
 the child? But it is play with a pur-  
 pose, and that of the grandest, most sig-  
 nificant, most educational character.—  
*Caroline B. Lerow.*

## DOLLY, FIDO AND I.

By KATE U. HUTCHINSON.

I took my dolly and Fido  
 Out on the porch last night  
 The stars were shining so brightly  
 They shed a beautiful light.  
 I sat on the steps and held dolly  
 While Fido stood close by my knee,  
 And we all looked up at the pretty lights  
 And they looked back at me.  
 Mamma smiled when I told her they saw me  
 But she does not know, I guess,  
 For I said, " Little stars, can you see me ? "  
 And their little heads nodded " Yes."  
 And I told them how we love them  
 Dolly, Fido and I.  
 And how we loved to watch them  
 As they twinkled there in the sky.  
 As we sat and watched them shining  
 I am sure I heard one say :  
 " If you love us, and want to be like us,  
 Be happy and bright alway."  
 We shall try, oh, so hard, to please them  
 For I'm sure the little stars see,  
 I hope they will never see naughty  
 Either dolly, Fido or me.  
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8. It strives to prepare the child not only for time, but for eternity, by enabling him to grow into what he can be and what God meant him to be.—*Selected.*

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## FINGER PLAY.

BY MARGARET NAOMI MAC ARTHUR.

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Pointer shows us where to go.

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And helps us all to sew.

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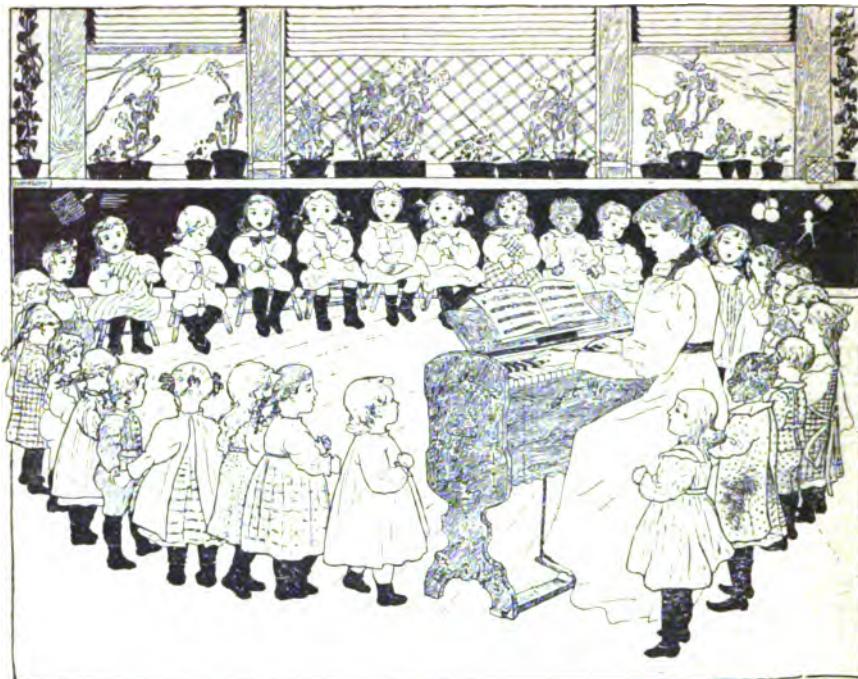
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FANNIEBELLE CURTIS.

# Kindergarten News

FOR EVERYONE INTERESTED IN CHILD LIFE.

*Prevention, Not Reform—The Kindergarten, Not the Prison—Is True Philanthropy.*

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No. 3

## FANNIEBELLE CURTIS.

By E. A. D.

Among the qualifications of a kindergartner, as given by a prominent and wise leader in this work, we do not find this one, the bright, light heartedness of the little child.

A part of the secret, if it be a secret, of Miss Curtis's power of quickly helping a child to spontaneously and to unconsciously give his attention, lies in the fact, that she herself has never "moved out" of the realm of child nature, and that in becoming a well rounded and well grounded kindergartner she has not allowed the light of children's happiness to fade out of sight, or become clouded by mental growth.

With children and students of children, she never allows science, or art, or any other creature to take the place of the real child or to hide in the least his right to a comprehensive consideration. This consideration always treats of his physical, his mental, his moral attributes, and yet never forgets that he is sometimes a chaser of butterflies and a dancer on the green.

The very ideal of Puck may often be found among the children of her kindergarten, but never to the exclusion of the great and high in all things.

Miss Curtis was born in Norwalk, Conn., in 1868. As an early investigator of the haunts of wild flowers, and a student of poetry and fairy stories, she

was a great success. In constant and close association with reasonable and well filled minds, she was early developed into a thinker and into an observer of life and its conditions.

The course of her education having led her to the State Normal School at New Britain, Conn., she was almost at once interested in children, and their philosophical and natural training. As a consequence she took the kindergarten training with Miss Mingins, who then occupied the position now held by herself.

In truth it can be said of Miss Curtis, that the real meaning of the kindergarten, dawned upon her very early in her course. Always an omnivorous reader, she supplemented the ordinary course with such information as could be gained from educational writers, in this way obtaining a comparative philosophy of her own.

Her first position was that of assistant in the New Britain kindergarten, she was soon called to take charge of the kindergarten in the State Normal school at Willimantic, Conn., and here she was ready to live with and work for the children.

Miss Curtis remained in Willimantic three years, and during that time made much difference in the lives of the children and the parents with whom she worked. She then went to New York for a year of advanced work in pedagogy and the history of education, finding

inspiration and great helpfulness in the spirit of inquiry, which was Dr. Jerome Allen's legacy to his pupils, and in studying educational questions, pro and con, in the great city of opposition.

Because of her peculiar and particular ability for organizing, she was called to take charge of the kindergartens of Newton, Mass., including those at Newtonville, West Newton, Auburndale, Newton Centre, Newton Lower Falls and Newton Upper Falls. Here she went in September, 1893.

At the close of one year in Newton, Miss Curtis was summoned to her present position in the State Normal school at New Britain, here she has a large training class and carries on a kindergarten numbering about a hundred children, in which you may always find sunshine both figurative and literal.

During the summer of '95 Miss Curtis took charge of the special kindergarten department, at the State Summer school held at Norwich, Conn. Here she showed how child life at school may begin in the happiest and brightest of ways, and still "bring a child to his senses," in the most acceptable and profitable manner. With great breadth of mind toward the possibilities of the kindergarten in this country, Miss Curtis is careful to give to her training classes the true rather than the sometime accepted principles of the manual occupations of the kindergarten.

Along the lines of the muscular and artistic development, she realizes that there may be modes of work, which will take middle ground between the extremes and the facts, and so produce a kindergarten which shall be, thoroughly good, thoroughly practical, thoroughly American, thoroughly true, and thoroughly beautiful.

We could quote much which would describe her nature, her work. But if you will read Whittier, or Longfellow, or Eugene Field, or any author who calls a lover and a teacher of children by the right name, you will find her well described.

*Willimantic, Ct.*

#### GYMNASTIC PRINCIPLES AND KINDERGARTEN GAMES.

BY FANNIE L. JOHNSON.

A great man has lately passed away from our midst, and the cause of physical education has suffered a tremendous loss.

The work carried on in Boston by the late Baron Nils Posse was perhaps less familiar to kindergartners than to any other class of teachers. He seldom spoke upon the kindergarten, and always did it under protest, he said, feeling that he knew very little about that subject. Yet his message to kindergartners seemed to me a very definite and helpful one, and his "little" strongly resembled the widow's cruse of oil, in that all who came to him earnestly questioning went away satisfied, and were sure to find a fresh supply ready for them when they came again. This they were pretty certain to do, for his answers while satisfying the present need usually sent the mind of the questioner traveling along some little trodden pathway, where new ideas blossomed forth and a desire for still more knowledge grew.

The principles upon which Baron Posse taught were identical with those of the new education. In science he was not only abreast but ahead of the times, and Swedish gymnastics meant with him, not only the symmetrical development of the whole body, but of the whole man, body, mind and soul; not a certain set of exercises to be applied indiscriminately to any class of pupils, (as alas they are too often taught,) but exercises founded on the needs of each class, and of each pupil in the class, for *individuality* was one of his watchwords. "We have no use for human machines in these times, it is *men* and *women*, *individuals* that are called for," I have heard him say. Is not this what we as kindergartners are aiming at, and if the study of educational gymnastics will help us in the task of trying to place each germ of human thought in the right surroundings for its fullest growth, is it not a matter worthy of our consideration?

We believe in a gradual progression in the use of the gifts and occupations, passing from the known to the unknown; should we not apply the same principle to the movements used in the kindergarten games as well as to the thought conveyed in them? I am not advocating any set way of presenting the games; but take, for example, balance movements, one of the most helpful classes of exercises for little children, and which are so well represented in the kindergarten by the hopping and flying of birds, the walking of pigeons and ducks, crawling of the caterpillar, etc. Should we not begin with the simple movements before letting the children do those requiring a large amount of co-ordination, and thereby insure good form in their performance? For a movement badly executed cannot give any good result, either as an interpretation of life or a means of physical development, and it is no more reasonable to expect the children to do complicated movements well, without leading up to them by simple ones, than it would be to expect them to work well with the fifth gift before they could use the third properly. A kindergartner watching a class, (and by no means a model class) exercising at the Posse gymnasium not long since, remarked to me on seeing them hopping: "How beautiful they execute that movement. I have been trying to teach it to a class of young ladies in connection with the kindergarten games, and could not get nearly so good a result." I suggested that no doubt the reason was these pupils had come to it through the regular progression from the simple to the complex.

We know that a good physique is the foundation for a good mind and sound morals, and yet we often give a movement to the children as an interpretation of life or action without any idea of its effect on the human body; a knowledge of special kinesiology will enable us to classify any movement and know its exact effects. Baron Posse once said in

my hearing, that he wished every kindergartner understood the physiological effects of exercise at least; and I am sure he would have liked to add the physical and psychological as well. He always said that only the very best of teachers should be kindergartners, and his ideal of what a teacher of any branch of education should be was a very high one.

The progression of shoulder blade movements from symmetrical to unilateral and then bilateral movements, which provides the best means for a symmetrical development of the faculties, might, I think, guide us somewhat in our use of the finger plays, and also of the gifts and occupations. We all recognize the intimate connection between the hand and brain, and if by properly used exercise we can cultivate in our children double the amount of brain power possessed by the ordinary right-handed individual it certainly behooves us to do so, and I feel sure it can be done without losing one atom of the spirit of play, and of spontaneity.

I could give many more instances of the help to be derived from this study, but my idea has only been to give a few suggestions which might induce kindergartners to look more thoroughly into the matter of educational gymnastics, and at the same time to offer my small tribute of gratitude to the memory of a great educator.

I should like also to speak of how great a help kindergartners themselves would obtain, from regular gymnastic practice, scientifically (not mechanically) given, but I must only just hint at it. Putting aside the increase in health which is by no means a small consideration, think how much our example means to the children. As we stand and walk, sit and play, so will they; so of all people, teachers should have absolute control over their bodies; and if in gaining this, we can also obtain self control in its highest sense, self-reliance, co-ordination of mind, repose,—all qualities most desirable for kindergartners,

it is certainly something that few of us can afford to neglect.

The spirit of a great teacher lives after him; no one could be such an earnest seeker after truth, such a free giver of all he possessed as was Baron Posse, without leaving some people behind him who could follow in his footsteps. The work he has so well begun is therefore to be carried on by those who have been co-workers with him, and in time it is hoped to make of it a fitting memorial to its founder, to be known as "The Posse Institute of Gymnastics."

The high ideal of physical education which Baron Posse held before himself and his pupils seems yet a long way from realization, but we are confident that his life will still greatly hasten its attainment, for we believe with the poet, that, "No power can die that ever wrought for Truth. Thereby a law of Nature it became. And lives unwithered in its sinewy youth, When he who called it forth is but a name."

Boston, Mass.

#### THE JACKSONVILLE MEETING.

The kindergarten received a good deal of attention at the annual meeting of the School Superintendents, held at Jacksonville, Fla., last month. Dr. Hailmann read a paper Wednesday afternoon, February 19, on "Organic Relation of Studies to Human Learning," in which he especially dwelt on the value of the kindergarten when connected with any course of study. He was followed by J. M. Guilliams, principal of the Jasper Normal school, who took the opportunity while discussing Dr. Hailmann's paper to vigorously attack the kindergarten and the kindergartners. Here is a specimen of what he said:—

I saw a roomful of little tots led in song and play by the trained queens of the kindergarten—a lot of females mostly devoid of charm or grace, uncouth in dress, and awkward in action, their ages ranging from sixteen to sixty. To behold them was to think, after the manner of Hamlet, that "nature's journeyman had made them," so abominably did they represent humanity. I watched the festive throng as those females taught childhood

how to play and how to sing, how to imitate the little birdies and butterflies, and how to think out the great questions of sociology and environment. The whole scene was disgustingly ridiculous.

This and much more made the blood of Inspector James L. Hughes of Toronto to boil, and when it came his turn to speak Thursday evening he used language that could not be misunderstood:—

When you and I were children, the deadeast child was the best one. The old-fashioned teacher could not keep up with the modern child. No more grand or unselfish band of women on this beautiful earth of ours is doing more for humanity and for God than these same women, "somewhere between sixteen and sixty." Since the time of Christ, no agency has done more for mothers than the kindergarten.

And then followed an exposition of Froebelian philosophy which ought to have mellowed the most hardened skeptic. That same evening Superintendent A. S. Whitney, East Saginaw, Mich., read a paper on "Some Practical Results of Child Study," giving his own experience in the use of kindergarten methods.

The kindergartners should always be thankful for such men as Mr. Guilliams, they furnish exactly the opposition that is needed to help on the cause.

The Chicago Froebel Association which maintains thirty-two free kindergartens in connection with the public schools, has elected the following officers: President, Mrs. E. W. Blatchford; vice-presidents, Mrs. W. R. Page, Mrs. Walter L. Peck, Mrs. C. J. Sterling, Mrs. W. A. Montgomery, Mrs. C. F. Pierce and Mrs. A. H. Putman; treasurer, Miss Florence Hawkins; secretary, Mrs. H. K. Tenney.

Miss Mary Dean entertained the ladies of the fourth section of the free kindergarten society, Indianapolis, February 12, at her home on North Meridian street. Mrs. Elizabeth Northrop, Mrs. Charles J. Buchanan, Mrs. Thomas Dean and Miss Dean received.

Miss Beasie Stewart takes charge of the Auburndale kindergarten, Topeka, Kan., which has been moved to the house of Mrs. Douthitt, on the Drive.

Mrs. Beers has a successful kindergarten at Point Henry, N. Y.

## NATURE IN THE KINDERGARTEN.

By CAROLINE T. HAVEN.

It is well for us all again and again to set definitely before us the aim of our work, in order to free ourselves from the possibilities of tradition and custom which often creep in unawares and block our path towards our brightest ideals.

However many and varied may be the formulated educational aims, we shall probably all agree that broadly speaking, that education is of most worth which will develop in the child those qualities of body, mind and heart which will fit him to live a life of honor and usefulness. We desire to help those intrusted to our care to become more reverent and truthful, to be sympathetic in feeling, clear in thought, strong in body and firm in will. We want to give power which later will prove a bulwark against temptations that may otherwise conquer; power to see at every hand the beauty that is only revealed to him who has the "inward eye;" power that will urge one to espouse the cause of the weak and unfortunate; power to put the aim of service above that of pleasurable ease and in so doing to find the greatest happiness.

When we are alive to such great aims, our daily work can never become routine and our simple and often meager means are glorified because of the goal to which they point. Every exercise of the kindergarten rightly used serves to contribute to this end, and opportunities are never wanting to those whose clear vision recognizes the true relationship between means and ends.

One factor that will greatly aid us in our purpose is the systematic study of Nature, already a prominent feature of our kindergarten work, though often in a desultory way.

Frebel has specially emphasized the relations of the child to Nature, man and God, showing us that only through a comprehension of the external forces and life of Nature will come that uplifting tendency which rises even to the infinite.

With his first breath, the child comes into direct relations with Nature; his physical life is bound up in its life; through an understanding of its laws he gains power to master forces and turn them to the service of man; through recognition of the beauty spread everywhere about him, he draws inspiration for his spiritual life. In all literature we find the highest aspirations of man expressed in the language of Nature, and the child learns to voice these only as he comes to an appreciation of the life about him. From the days of primitive man till now, Nature has been the first teacher of the race, and through a consciousness of its beauties and laws the child realizes that he is himself a part of the great whole, subject to the same power that is in all.

The first great purpose then of Nature Study is the cultivation of *Reverence*, the foundation of religion. This reverent spirit, the germ of which is found in every child, may be fostered in the kindergarten through familiarity with the manifestations of life; and later form the basis of conscious feeling and definite thought. Next may be considered the *Love for Nature* which is the result of close companionship with its varied forms. This is a moral safeguard, which at once lifts the child above the temptations of the street and strengthens the moral nature as precept and sermon can never do.

Walks in the fields give healthful exercise, and the habit once formed will not readily be discontinued, while its use conduces to the growth of the whole being.

Closely connected with this, will come the training of *Observation* without which power, the Love for Nature cannot fully develop. From the larger wholes which are first noticed, the child through acquaintance comes to an examination of the details which were previously passed by. Continued observation leads to *Concentration*, the aim of much of our later school work and without which power

cannot be developed. What the child loves, he will closely observe, and interest in the world about him will lead him to further study.

Through this interest and concentration of thought will come *Knowledge* learned at first hand from Nature's own book. In the kindergarten the amount of information given should be of no moment compared with the interest created, but we must see to it, that whenever facts are given, they are in accord with the latest investigations in that line. Too often the kindergartner is not clear herself as to the subject under consideration and her indefinite statements only confuse the child.

*Accuracy* and *Truthfulness* will be the result of real nature study. The child not only sees the object but tests it through other senses and his report will be free from the careless mistakes that occur when opportunities are wanting for such direct observation; when each child has his own specimen to examine, no two of which will probably be exactly alike, a habit of independent thinking is formed that becomes truly valuable.

From a close acquaintance with Nature will come *Sympathy* with animal life; bird, bee and butterfly as well as less complex forms will arouse feelings of tenderness and care. This will lead to sympathy with one's fellows and so one point is gained towards establishing true social relations.

Not only does the child take in impressions from the life about him, but he must give out from his abundance in various ways. Among these forms of expression, that of *Language* is steadily developed through Nature study. Clear ideas lead to clear statements and the more the child has to express, the greater will be the power of expression, unless he be unduly repressed.

With the young child, the first statements will be limited by the small vocabulary at hand, but with the interest born of all real Nature study, the power of language steadily increases.

The more carefully we present the child with an orderly arrangement of objects, the more clearly will he see the connection between them. Hence we need a more logical sequence in our general plan of work; the connection between the different parts should be less forced, but should rather be so natural that the child himself may anticipate what is to come, by realizing the links in the chain already formed.

Nature study must mainly follow the seasons and must lead from the child's experiences. There are many ways of expressing the general thought of the year, but the principle underlying each will on examination prove the same. The relations of family, industry, state and universe are the expression of one mind. To another the same thought is shown in the idea of service at home, service to friends and service to humanity. Again the necessities of life cover the whole mind, as expressed in the general topics of Food, Shelter, Clothing and Transportation, or once more the virtues of Gratitude, Love, Sympathy, Patience, Helpfulness, etc., are employed.

The form used is immaterial if we are ourselves clear in our thought and keep our end in view. Each plan mentioned and others may be worked out as conditions best allow if we always bear in mind that the child is the center from which all points must radiate.

*New York City.*

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#### A KINDERGARTEN BUNNY.

BY JANE L. HOXIE.

What do you think we have for a pet in our kindergarten? I know you can never guess, so I will tell you, a little white rabbit with two long ears, two little pink eyes, and a funny little stumpy tail.

When he first came to our kindergarten he was afraid of all of us children and went hop, hop, hopping away when we sang or played; but we were very gentle with him, and tried to sing and play softly. So pretty soon he was not

afraid any more, but grew to like us very much. Now he gets lonely if we children are away from the kindergarten for a day, and seems so glad when we come back again. He shows that he is glad to see us by trying to get up in lap, where he will lie very still for us to stroke him. When he is hungry he tells us so by standing on his hind legs, holding up his front feet and begging, just like a little dog. We give him some of our lunch every day, and sometimes bring nice fresh cabbage leaves for his dinner.

One day Miss Ada told us all to think of the very prettiest name we could for our pet, and tell it to her the next day, so we all did. Some of us wanted to call him Fancy, but some thought Snow would be the best name because he is white like the snow. So we put the two names together and called him Fancy Snow.

We like to sing about the little boy that went walking because he saw a rabbit, and we wonder if it looked like our Fancy Snow.

We asked Miss Ada for a story about our rabbit, and she helped us make this one,—

#### OUR BUNNY.

We have a little bunny,  
A funny little bunny.  
A kindergarten bunny—  
Fancy Snow.

His ears are long and silky,  
His back is soft and milky,  
And his stubby little tail is  
White as snow.

If there's a corner sunny  
There we're sure to find our bunny.  
That he's fond of corners sunny  
Well we know,  
He's a funny little bunny,  
This kindergarten bunny,  
He's our own dear little bunny  
Fancy Snow.

Standing straight upon his hind legs  
Often he some apple begs,  
Holding up his small front legs  
In dumb shew.  
He will beg for crumbs or candy  
Or for anything that's handy,  
Looking like a little dandy  
Standing so.

For a mint of golden money,  
We wouldn't sell our bunny,  
For he's worth far more than money

That we know,  
He's a funny little bunny,  
He's a kindergarten bunny,  
He's our own dear little bunny

Fancy Snow.

New York City.

#### THE KINDERGARTEN GAMES.

FROM QUARTER CENTURY EDITION PARADE OF CHILDHOOD.

BY MAY E. MURRAY.

In the whole world of nature nothing develops without activity, consequently play or the exercising of the child's activity is the first means of development of the human mind, the means by which the child is to become acquainted with the outer world and his own powers of body and mind. Watching the play of children Frebel found it was a spontaneous God-given activity, by which they were surely but unconsciously educating themselves, getting their first knowledge of duty and the truths of life through play. The games which are the organized plays, and the very life of the kindergarten give the child the means of expression through the activites of the body, so that he can reproduce his individual life. For while in the occupations and gifts the children reproduce with their hands, in the games they enter into the life and act out what they wish to represent and for the time being are really these things, whether it be birds, trees, flowers, stars or water, thus developing and cultivating the imagination.

Every way which exists of expressing the inner life through the outer enriches us, and in the games the child gives forth freely all which he has taken in, having thus made the unity which he sees and comprehends he becomes fully conscious of it, and his whole life, inner and outer, is lifted to a higher plane. By means of the directed games the surplus energy of the child may be guided, the basis for study laid and the foundation principles in chemistry, physics, geometry, construction and design furnished, thus utilizing the child's activites for an educational purpose.

The community spirit is fostered as

the child finds he is only one of many, and that each one has his part to do to make the many happy and useful. It is also an aid to self-government, for through play he learns that certain effects follow certain causes, and in all that he does the child feels constant freedom under law and soon finds the closer he follows the law the more freedom he has. Thus the will of the child is guided and strengthened, and principles of justice, honesty and kindness are inculcated.

The games representing the trades show ideas of labor and trade and our dependence upon them. The child is in turn a shoemaker, a farmer, a baker, a blacksmith, and is thus brought into relations with the universal activities of the race and gains a respect for those who do in reality what he does in play. Such play broadens a child's view of life and creates an intelligent interest in the lives of many classes of workers, as he sees the skill, patience and perseverance required on the part of these workers. Thus the intellectual nature is strengthened and developed and also the physical, as the games exercise and give more perfect control of the body, as well as grace and direction of movement. The physical being is brought into activity, different sets of muscles being constantly used, until all parts of the body are engaged in active play. Children need to be free in thought and action, and as the child imitates the activities about him his environments cannot be overrated. We should gain the same freedom in our bodies to express clearly and simply the more mature ideas in our minds, so that we may always meet the little child on his own plane and from there lead him step by step to clearer sight and appreciation of the laws we wish to teach.

Through the dramatic representation of sun, moon and stars and all plant and animal life the child is brought into sympathy and acquaintance with nature, and what he imitates he learns to understand and love. Thus nature grows dearer

and the child's conception of all these newly-made friends more beautiful and vivid, awakening in him a spiritual truth which leads him to trace all life back to its source, making this the means of spiritual culture. There is nothing that cannot be made real to the child through games, and any truth may be impressed upon him that is a vital and necessary one.

When the time for the games arrives the children sit with folded hands listening for a chord from the piano, which is a signal to stand. Another chord is struck and the children see how quietly they can put their chairs up to the table. Still another chord, and they turn and form in marching line, singing a simple melody, as:—

“We'll march and march and march around,  
And marching gaily sing,” etc.,

until they are in good line, then joining hands sing:—

“This is the way that we form our ring,  
Tra la la la tra la la la.  
Working together we gaily sing,  
Tra la la la la.  
Each little pair of children's feet  
May help us to make our ring complete.  
So this is the way that we form our ring,  
Tra la la la la.”

—*Song Stories in the Kindergarten.*

This forms an unbroken circle which has its ethical significance in this: That no individual is more prominent than another, that each is but a part of a perfect whole, yet is responsible in himself for that whole. This song may be followed by another as:—

“See the children on our ring,  
Joining in our song;  
They together form our ring,  
Standing straight and strong.”

—*Song Stories in the Kindergarten.*

Then the kindergartner advances to the center of the circle, or bows to some child to do so while all sing:—

“Let us look at—  
So happy and gay.  
Let us look at—  
What does she now play?”

The child in the center then imitates by gesture the game she desires to play, and at the close of the play she chooses another child to take her place in the

center of the circle, and so on, each new leader upon her entrance to the center being greeted with the above song.

This is but a simple illustration of one way of opening the games and should not be followed literally, but be subject to the individuality of the teacher. The games should reflect the prevailing thought of the day or week or season of the year, and the children should be made familiar with the life and work of the things they represent by means of pictures and talks and they will readily give spontaneous expression to their conceptions of the subject. At the indication of the slightest disturbing element, a chord from the piano will instantly change the children into animals, birds, or a running stream, thus expressing nature and restoring harmony at once.

Let the games be spontaneous, merely allow and guide the play spirit, keeping the child unconscious by making the thing he does prominent and not the child. If the child does not choose wisely, by questioning and careful suggestions the kindergartner can usually get him to choose a more suitable game, and all the games played can be woven into a whole which gives a feeling of unity and completeness.

#### KINDERGARTEN PATRIOTISM.

BY LU SEMANS HADLEY.

"*We give our Heads and our Hearts to Our Country.*" It was thus the wee ones of my kindergarten had daily pledged themselves to a life-time of allegiance to the "dear old flag," until they had come to look upon the salute as an essential part of the daily program and would as soon have thought of commencing our work without the little heads bowed upon the folded hands on the table, while the little lips repeated reverently:—

"Now before we work to-day  
We must not forget to pray, etc.,"

followed by the opening songs, "Our Father in Heaven," and "The Golden Rule," as to omit the series of pretty

gymnastic marches with the National songs, at the close of which they were wont to halt before our starry banner; and with eyes lifted to our national emblem, while the little index (or "pointer") fingers emphatically told us:—

"Our flag is there,  
Our flag is there,  
We hail it with three loud huzzas—  
Our flag is there, our flag is there,  
Behold the glorious Stripes and Stars."

Then the baby voices repeated, while the faces shone with unmistakable patriotism, the Col. Balch salute, closing with *One Country, One Language, One Flag*, which brought the ranks forward in regular military charge, as the colors were dipped in response. But there came to us one day, from our gallant leader, a revised salute, giving our Heads and our Hearts to *God* and our Country. Ah! thought I, Col. Balch has struck the keynote of patriotism now! And I longed to place it before my little ones in its true colors. We had gone through the salute, when I said to them, "We have a letter from our Col. Balch, who gave us our flag salute, and he thinks we ought to give our Heads and our Hearts to God first, and then to our Country." "Well, we'll do it then, won't we?" Was the quick response of my loyal little patriots; and with hearts filled with reverence we repeated the salute as revised for us, and never again was it questioned or forgotten.

It was the 12th of February and as we had for weeks been singing our Washington and Lincoln songs in anticipation of their birthdays, while we had our patriotic talks on these, our heroes, until they had become an indelible part of the children's lives, they telling me that "Washington gave us our flag, and Lincoln saved it for us." And I had given them among our Lincoln songs:—

"Tis the birthday of Lincoln—  
A day dear to all,  
Who forget not to honor and love  
The name of a man who in great things and  
small,  
Was honest and earnest and true.

CHORUS—"True to our Country, to man and to God,  
True to the Red, White and Blue"

Also part of an old campaign song which  
told his character:—

As "Honest Abe" the people know him,  
And all his actions go to show him,  
A true man—a true man—a true man—a true  
man.

We had a marble bust on a bracket in  
the room and the children as they sang  
their character song, would look up at  
it and call him "the pure man."

To-day as the songs were sung I placed  
the bust before them on the table—when  
little Lizzie—"our Sunbeam," the little  
daughter of an unfortunate drunkard  
whom I was trying to reform by working  
through this little waif and had so far  
succeeded that Lizzie had said boast-  
ingly to her little mates, as they re-  
counted their superior blessings "Well,  
my papa's got a job, and he don't have  
to go on crutches any more," (he having  
been thrown from the train in a state of  
intoxication and had both legs broken,) asked,  
"May we kiss him?" "Cer-  
tainly," I replied, and our hero was  
passed from one to another and rever-  
ently kissed. Lizzie looking up to me  
with her face shining with tender hap-  
piness and adoration saying "He was  
better than God wasn't he?"

Instantly there was a look of horror  
on every little face while Creed, quickly  
responded, "No! Nobody is better than  
God!" With a grieved look my Lizzie  
turned to me, saying "Wasn't he?" Placing  
my hand on her head lovingly I  
quietly replied, "No darling, God is  
always best, but you may think Lincoln  
next best if you choose." At the close of  
the day as I sat in my room, alone, I  
thought, I cannot better finish the day  
than to write Col. Balch giving him its  
history and congratulate him on the re-  
vised salute. This I did, telling him I  
considered the revision the crowning  
feature of the salute. In answer I re-  
ceived a letter which I shall never forget.  
Col. Balch wrote, "I don't know when I  
have been so interested as I was in your  
charming letter, which came to me to-

day, I wanted to send it to my wife, who  
is at Saratoga for her health, that she  
might enjoy it equally with me; but I  
felt that to wait a day would seem to you  
discourteous and unkind, so, although  
I am thronged with letters from all parts  
of the Union calling for information con-  
cerning patriotic teaching, I hasten to  
reply." He then told me, what I had  
not before known of his association with  
Lincoln and Secretary Stanton during  
the war, and I understood why my letter  
had so reached his heart. He informed  
me among other things that he was pre-  
paring a leaflet for publication entitled,  
"The Flag in the Kindergarten," and  
asked if he might be allowed to publish  
my letter in connection with it, adding  
"Of course as revised by yourself." I  
hastened to reply, giving the desired per-  
mission and thus there sprang up a  
warm friendship and to me a most val-  
uable correspondence which was abruptly  
broken off by the summons which came  
from the Great Commander to join the  
ranks above, April 15, 1894, the anni-  
versary of the death of the martyred  
president whom he revered so highly.

In proof of the fact that God was  
always *first* in the *true* kindergarten,  
such a teacher always remembers that  
Fröbel had said, "God-trust, rock-  
firm, God-trust has died out of the  
world; the kindergarten shall bring it  
back, and the next generation of children  
shall be God's children." I had told  
him how, when on Fröbel's birthday  
my little Charlotte had tossed a kiss to  
Fröbel's picture and then quickly toss-  
ing another, adding sweetly, "That's  
for God!" and I had not checked her,  
thinking we all might learn a lesson  
from my darling. The death angel hav-  
ing stayed the hand which was preparing  
the "Kindergarten Leaflet" I have men-  
tioned, I feel sure that sister kindergart-  
ners will excuse my attempt to carry  
out the plans of our sainted leader of  
patriotic teaching in the way that I  
have done.

Denver, Col.

## A SONG OF HOPE.

BY MARY A. LATHBURY.

About a year ago the workers among the degraded poor in Chicago began singing classes as a means of uplifting the people, and found great scarcity of suitable songs. A committee was then formed who offered a prize of \$100 for a song which would be best adapted to the needs of the people whom they wished to help. This little poem took the prize out of three thousand that were offered :

Children of yesterday,  
Heirs of to-morrow,  
What are you weaving?  
Labor and sorrow?  
Look to your loom again,  
Faster and faster  
Fly the great shuttles  
Prepared by the Master,  
Life's in the loom!  
Room for it—  
Room!

Children of yesterday,  
Heirs of to-morrow,  
Lighten the labor,  
And sweeten the sorrow.  
Now—while the shuttles fly  
Faster and faster,  
Up, and be at it,  
At work with the Master,  
He stands at your loom;  
Room for Him—  
Room!

Children of yesterday,  
Heirs of to-morrow,  
Look at your fabric  
Of labor and sorrow.  
Seamy and dark  
With despair and disaster,  
Turn it, and—lo,  
The design of the Master!  
The Lord's at the loom;  
Room for Him—  
Room!

## A THIRD GIFT LESSON.

INTRODUCING THE GIFT.

BY ELEANOR CRANE.

I am a little house that has just been built and I've come to stay right near you, and I think you'll be very glad, for in me live some little people who are the very jolliest, happiest little friends that you've met in many a day.

They all look alike and wear the same kind of clothes, and there are eight of

them—just as many as you have fingers, if you don't count your thumbs. I've guessed that these little friends are the children of that big Mr. Cube who lives near—they look just like him only, of course, they are smaller.

And let me whisper something to you, children; your fingers and these eight little people will be just the best of friends, I'm sure. You'll see how your fingers will want to hurry to meet the little friends who live just behind my door, and how the friends will rush out of me altogether to meet your fingers, and then you'll have lots of fun, climbing higher and higher and playing games and making all sorts of things that you like.

I seldom play with them for I am not as light and nimble as they are, and moreover, children like to play out of doors where they can frolic about freely, so I stand at one side and watch you all, and then when my little people are tired or when it is time for their friends to go away, they all come trooping home and I gather them close to my fat sides and they are such loving baby cubes they kiss each other's cheeks with a funny little click and then cuddle down and the fingers bid them "good-night" and close the door and the eight little friends sleep.

*Freeport, N. Y.*

## FRÖBEL'S LOVE FOR CHILDREN.

BY THE EDITOR.

His love for children was Fröbel's guiding star that grew brighter and brighter as the years passed. The testimony of Dr. George Ebers, the celebrated novelist on this point is very convincing, who says:—"When I came to Keilhau as a pupil Fröbel was already sixty-six years old, a man of lofty stature, with a face that seemed to be carved with a dull knife, out of brown wood. His long nose, strong chin, and large ears, behind which the long locks parted in the middle, were smoothly brushed, and would have rendered him positively ugly had

not his 'come, let us live with our children' beamed so invitingly in his clear eyes. People did not think whether he was handsome or not; his features bore the impress of his intellectual power so distinctly, that the first glance revealed the presence of a remarkable man. Yet I must confess—and his portrait agrees with my memory—that his face by no means suggested the idealist and man of feeling; it seems rather expressive of shrewdness, and to have been lined and worn by severe conflicts concerning the most diverse interests. But his voice and his glance were unusually winning and his power over the heart of the child was limitless. A few words were sufficient to win the shyest boy whom he desired to attract; and thus it happened that, even when he had been with us only a few weeks he was never seen crossing the courtyard without having a group of the younger pupils hanging to his coat tails and clasping his hands and arms. Usually they were persuading him to tell stories and when he consented to do so the older pupils were sure to flock around him, and what fire, what animation the old man had retained!"

In addition to this testimony the reader will remember the pen picture of him on that May morning in 1849 when the Baroness von Marenholtz-Bulow first met him, which she has handed down to us: "A tall, spare man," she wrote, "with long gray hair, was leading a group of children between the ages of three and eight, most of them barefooted and scantily clothed, who marched two and two up a hill, where having marshaled them for play, he practiced with them a song belonging to it. The loving patience and abandon with which he did this, the whole bearing of the man while the children played various games under his direction were so moving that tears came into my companion's eyes as well as my own."

But why multiply examples? The world has come to understand how Froebel loved little children, and what that

love led him to do. But we may not fully understand the condition of the little children who came under his observation. In commenting on this point one biographer says: "In order to properly estimate the value of Froebel's work for the child world it must not be forgotten how miserable was the condition of children in the German Day Nurseries where they were brought together during the first half of our century. In certain large cities attempts may have been made to introduce improvement, but in the small places and in the level countries the little child was shamefully neglected and the people kept the old, the weak, and the crippled part of the community taking care of the little children. In the villages sheep and goose girls so called, who had grown too old to watch the animals in the field, according to general estimation, were appointed to care for the children, the idea being that half idiots were good enough for this service. In Berlin many children were seen creeping about in damp cellars, and such seats as they had were of the most wretched kind. The air was poisonous and the little ones whose parents were poor were kept in constraint and silence by the painful means of fear and anxiety, while the children of the well to do were allowed to become a prey to idleness and hideousness." Such was child life as Froebel saw it. And it was to relieve such a condition of affairs that he became a kindergartner.

*Springfield, Mass.*

#### THE ARMY OF THE SUN.

BY FREDERICK F. SHERMAN.

The gay little Sunbeams were strangers once,  
where  
The world with its birds and its blossoms is fair;  
But long, long ago with their cavalry bright,  
They charged on the Shadows and put them to  
flight,  
And so it first happened their City was won  
Away from King Dark for Emperor Sun.  
*New York City.*

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## Kindergarten News

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### WAITING TO GROW.

By ELLEN M. MUNSELL.

TUNE, "The Sparrows" in "Nursery Finger Plays."

Little white snowdrop just waking up,  
Violet, crocus, and sweet buttercup,  
Dear little flowers under the snow.  
Waiting to grow, yes, waiting to grow.  
Little brown roots now ready to sprout,  
Reaching their delicate fingers about,  
Under the leaves, the ice, and the snow,  
Waiting to grow, yes, waiting to grow.  
Soon the bright sun will open your door,  
Melt all the snow and rouse you once more;  
No longer listen and wait below,  
Jump up all smiling, ready to grow.  
*Amherst, Mass.*

### EDITORIAL COMMENT.

IN future, whenever practicable, we propose in this opening paragraph to review the leading events which have happened in the kindergarten world during the preceding month. Looking backward according to this plan, we find the chief happening of the last thirty days to be the annual meeting of the International Kindergarten Union at New York. Also that the legislature of New York has been agitating a proposed law which provides that any school district in the state may establish a free kindergarten, and that children four years old and upward may attend it and be counted as part of the attendance on which the public money is apportioned. Glancing at New England we notice that an attempt by the Brockton City Council to cut down the annual appropriation and

incidentally discontinue the kindergartens already established, has stirred up one of the most vigorous protests on record, and led to the publication of one or more extracts from the *News* in the local papers. A peculiar episode in the controversy is a newspaper letter from a woman, presumably a mother of young children, demanding that the kindergartens be dropped. The same thing is proposed at Winona, Minn., by the school board, and one result is another newspaper letter from "a lover of little children" begging the authorities not to do the people such a wrong. The leading paper publishes a three column article of interviews with prominent citizens, most of whom favor retaining the kindergarten. The same issue has come to the front in a modified form at Omaha, the vote of the school board being to keep the kindergartens open only half a day at the close of the present school year. At Philadelphia a proposition is before the board to continue the \$25 increase in the kindergarten salaries during the fourth and fifth years of service, which will make the maximum salaries for teachers as follows: Principals having two or more classes, \$525; principals having only one class, \$500; and assistants, \$450. At Brooklyn Henry W. Maxwell has given to the Brooklyn Guild Association a new three-story building costing \$9,000, in memory of Eugene Lascelles Maxwell, who was much interested in the training of children. The Colorado legislature has amended the school law so that school directors may add kindergartens to the present system if they choose. At the White House Mrs. Cleveland has opened a kindergarten for her own children and those of the cabinet families, Miss Frieda M. Bethmann of Boston being the kindergartner.

THE New York meeting was nearly all that it promised to be, although one or two of the announced notables did not appear. The programme as given was

so full that everybody went away feeling that very little was left to be desired. The annual meeting of the Union has become an acknowledged educational factor in the land, and much can be justly expected from the St. Louis gathering next winter. We do not doubt but that some people wonder why so much space is given to the Union in the columns of this magazine. The reason is because we believe that it is destined to bring the kindergarten people and interests of America, and perhaps other countries, into closer touch with each other than anything else has ever done. No other organization has ever brought together so many kindergarten leaders from widely-separated places as appeared at Boston and New York, and no more earnest and intelligent work has ever been undertaken than is now in the hands of the different committees of the Union. All that is necessary to secure signal success is an understanding of the aims of this society on the part of all who belong to the rank and file of the kindergarten army in order to secure their hearty and lasting co-operation.

INCIDENTALLY this gathering illustrated what a power for national educational advancement the Teachers College is becoming. The Saturday morning audience of about eight hundred people was larger, it is said, than any company which has met in the chapel since the building was dedicated. While the college is not easy of access for a metropolitan institution, the fact is repeatedly being demonstrated that the "best and brightest" in any line of educational work will gladly assemble there if the proper attractions are offered. For example, there is to be a convention of art teachers held there a few days from the present writing which will bring together in the audience and on the platform the leaders of the country, an elegant banquet being part of the programme. The college certainly has every facility for harboring and entertaining the edu-

cators of the United States, and the spirit withal to do it heartily and handsomely. To the college the International Kindergarten Union is much indebted.

THE all-day session of the committees on Friday showed conclusively what the two kindergarten problems of the day are, namely, that of selecting a sound and available literature and of the proper educational standard of kindergartners when they begin their work. One was discussed in the morning and the other after lunch. With the second question it is not our purpose to deal at this time, because it was felt that the report as presented was necessarily a report of progress and that the whole subject must come up for consideration later. Regarding the matter of literature, it is evident that the Union will do the community a great service, provided it handles the subject wisely. The people who most need the right kind of kindergarten books, young kindergartners and those who are isolated, living apart from the educational centers, as well as many primary teachers and mothers, do not know where to find it. They lack a clear and definite knowledge of a part and perhaps all of the standard books, as well as of those which are new. They do not understand the correlation of these books or the order in which they should be studied, and they are apt to be beguiled into buying works that are labeled kindergarten, but which prove themselves to be in some respects worse than useless. If the Union can list and classify the books that are really helpful, excluding those which have no rightful place in such a catalogue, and then bring the list to the thoughtful attention of all who ought to become members of it much good will be done.

THE reasons why kindergarten literature is not familiar to those who most need it are not hard to seek. Speaking commercially, there has never been a central and distinct agency for supplying

the demand. Several of the leading publishers of the country have brought out from time to time a few kindergarten books, usually by the same author, it rarely happening that a single firm has ventured to publish the works of more than one author. But these leading publishers have never been particularly in touch with the kindergarten public, and for that reason they have often failed to advertise and push the sale of those particular books to the best advantage, the books having, as a result, to take their chances with a large number of others on the publishers' catalogue, in which kindergartners and their friends had no special interest. The situation has at times become actually ridiculous, as for instance, when an earnest seeker after truth once asked an educator of some prominence where she could get hold of some illuminating kindergarten literature, and the answer was that there was really nothing of the kind to be had in this country, but that a certain New York publishing house could import a book of some value for her at considerable expense. The annoyance of such a condition of things is at times striking. The editor has had his full share, in common with all friends of the cause. He was greatly inconvenienced not long since because he did not know of the existence or even expectancy of a certain important book until it had been out some time, and to this day he has never been able to satisfy himself just when it did appear from the press of one of the oldest publishers in the country.

Of course the regular kindergarten publications have an urgent duty to their patrons in this matter. They must review the new books as they come to the front, pointing out their excellencies and deficiencies without fear or favor. And they ought from time to time to explain the old books, what they are and what their titles mean, so that the younger students of the system may get their bearings along a line which has

always had many perplexities and some pitfalls. To a continuous campaign of this sort the *News* pledges itself to the utmost extent of its ability. The training teachers must also lend a helping hand by giving careful class instruction regarding the kindergarten literature of the day, and we doubt not but that they can render the people a service that will be appreciated by delivering an occasional public lecture on this same subject.

ONE can never come home from a gathering like the New York meeting without commenting on the physical health and mental acumen of the kindergarten leaders in this country, as well as their soulfulness and unswerving devotion to the cause which is their very life. Some of them have seen a generation of active service, but there is "no winter in their souls," and there never will be. One of them who has represented the guild for years under the Southern Cross remarked, privately, "I wish that when they are saying so many things on the platform they would add that the kindergartners are always in good trim, freshly equipped for their work. The very work they are doing helps keep them young; their intimacy with childhood makes them childlike. In this respect they differ in a marked degree from most other teachers. You can always pick out a group of teachers in a mixed company, they carry the badge of the calling in their faces. You can never select a knot of kindergartners in that way." She herself is a loving witness to the truth of her doctrine, and "there are others," hundreds of them.

POSSIBLY, if compliments are in order, we may be allowed to mention one which we received. Said a lady from Chicago: "We all like the *News*, because it brings us all together." Nothing, in our opinion, could have told the story as well as those few words. It is exactly what we are trying to do, what the International Kindergarten Union is

trying to do, bring them all together. The leaven works rapidly, they are constantly getting closer to each other and enlisting under their banners earnest workers from new fields. Note, for instance, how the movement is spreading through the South, and the space which we give in the present issue to Florida and other Southern points.

THE National Educational Association meets at Buffalo this year, July 7 to 10, and the department programmes are now being planned. About all that can as yet be said about the kindergarten department is that an effort will be made to arrange its exercises so that they will in no way conflict with those of the child study department. This will be welcome news to all who are interested in these two sections of the great educational gathering.

#### GENERAL NEWS.

The kindergartners and primary school teachers of Winchester, Mass., have organized a kindergarten association, with the following officers: Rev. John W. Suter, president; Miss Mary A. Lynn, vice-president; Miss Helen P. Lane, secretary; and Miss Ethel W. Woodbury, treasurer. All interested in kindergarten work are invited to join in the movement. A public meeting was held in the town hall, February 25, when addresses were made by Miss Laura E. Fisher and Miss Sarah L. Arnold.

Mrs. Treat had a successful course of lectures at Cohoes, N. Y., in the week beginning February 11, with these subjects: "The Educational Value of the Senses; How to Develop Them Rightly," "The Sympathetic Relationship With Nature," "Spiritual Possession the Only Real Possession," "True Home Relationship Shown Through Symbols," "Going Out, Coming Back to Share With Others."

Mr. Charles D. Hine, secretary of the Connecticut board of education, has decided not to hold any state summer school this year. The one at Norwich last season was very successful and there was every prospect when it closed that it would be repeated in 1896.

Through the generosity of the business men, another free kindergarten has been established in Kansas City, is non-sec-

tarian, and is under the auspices of the National Council of Jewish Women, with Mrs. C. D. Axman chairman and Mrs. M. Friedman as teacher. It was opened in November on Grand avenue, between 19th and 20th streets, and the average daily attendance is thirty. During the coming summer it is intended to give the children several picnics and excursions into the country.

In New York city, Miss Edith M. White has charge of the kindergarten department of Mrs. Walton's school, 24 East Forty-second street; Miss Sara L. Halliday is assistant at Calvary Chapel kindergarten, 220 East Twenty-third street; Miss Marie E. Guy is in Riverside Association Kindergarten, 68 West Sixty-ninth street; Miss Laura B. Morris has charge of the younger children at Bethany mission of the Broadway tabernacle, Tenth avenue.

A reunion of the "Van Wagenen Alumnae, '94," was held at All Soul's Kindergarten, New York city, February 1. The question of "Banishment, as a kindergarten punishment," was discussed. With the help of the mother-kindergartner, these meetings have become a source of great profit to the members.

The Diocesan Mission free kindergarten of New Orleans, held its annual meeting, February 6. Its report showed that during the year one hundred and seventy children were enrolled. The work is in charge of Miss Katharine W. Hardy, a graduate of the Louisville Free Kindergarten Training School. She has also a training class of five young women who in May will complete a sixteen-months' course of thorough kindergarten training, including daily practice in the kindergarten.

Miss Katherine A. McKenzie, a graduate of Miss Van Wagenen's kindergarten training school, New York city, is introducing kindergarten principles in a graded school, where she is teaching, at North Sydney, N. S., with good results.

A kindergarten training school under the management of Miss Mary F. Ledyard was opened in Sacramento, Cal., not long since.

Miss Anne W. Boynton has established a private kindergarten at Boonton, N. J., and the results have been quite satisfactory.

Miss Shuart will open a kindergarten in Wesley chapel, Corey street, North Braddock, Pa.

**THE NEW YORK MEETING.**  
**SAYINGS AND DOINGS OF THE INTERNATIONAL UNION.**

The annual meeting of the International Kindergarten Union was held at Teachers College, New York city, Friday and Saturday, February 14 and 15. The programme consisted of two business sessions of the officers, advisory board and the different committees, on Friday morning and afternoon, a reception to the officers and members of the union, Friday evening, to which all the kindergartners in the vicinity of New York were invited, followed by several addresses, and a great popular gathering Saturday morning to hear distinguished speakers.

**FRIDAY MORNING.**

Miss Wheelock called the company to order in one of the college offices at 10.45, these members of the different committees being present: Miss Haven, Miss Twitchell, Miss Laws, Miss Wiltse, Miss Brooks, Miss McCullough, Miss Pitts, Miss Symonds, Mrs. Van Kirk, Miss Hofer, Miss Bryan and Miss MacKenzie, Miss Kelsey of Waterbury, Miss Pingree of Boston, Miss Elder of Buffalo and the editor of this magazine were also present by invitation or as delegates. Miss Laws read the minutes of the Boston meeting in November. Although the present gathering was called as the annual meeting it was deemed best to omit any election of officers until another year, the general feeling being that the union has only just reached a working basis and that any change of leaders at this time would be unwise. Miss Wiltse made a report regarding the branches of the union in different places, indicating that the inquiries constantly coming to her are mainly with reference to literature and the training of kindergartners. Some discussion ensued as to the best methods of supplying isolated kindergartners with information, books, magazines, etc. In many cases kindergartners with very limited salaries are unable to purchase the necessary books to keep them in touch with lines of progress. Mr. Blake suggested that many fear to purchase new books which may prove useless, and that recommendations from the International Kindergarten Union might be helpful in making decisions. It was also suggested that the

branches of the International Kindergarten Union might be helpful in having collections of books useful to kindergartners placed in the libraries of their respective cities and towns.

At this point the meeting took up the consideration of what constitutes the proper kindergarten literature of the day, the report of the committee on literature being read by Miss Hofer. The committee are anxious to have formulated a list of suitable books for teachers' libraries and a second list for the reading of all who are interested in kindergarten matters. These books would naturally be divided into those which are essential for kindergarten training, for the kindergartners who are actually in the work, for primary teachers and for parents. The discussion on this report was continued through the morning hour, and the report of the committee, as finally adopted, is as follows:

**REPORT OF COMMITTEE ON LITERATURE.**

The work of the committee as outlined by the board of directors consists of two parts.

1. The preparation of a list of the most valuable pedagogic books and papers, suitable for teachers' libraries and reading circles.

2. The outlining of a course of reading for kindergartners, and selecting of topics for discussion in kindergarten clubs and study circles.

The committee is prepared with a report on the first part of this work only, as the second part requires careful consideration. The list of pedagogical books and papers is classified and recommended as follows:

1. Give list of books essential to the kindergarten training, naming same in order of importance.

2. Give list of books helpful as supplementary study to kindergartners in active work.

3. Give list of books directly helpful to primary teachers desiring a knowledge of the theory and practice of the kindergarten.

4. Give list of books helpful to parents interested in the rational training of their children.

5. Give list of books for study by kindergarten clubs and mothers' classes.

6. Give list of wholesome books for children under ten years.

It has seemed best to the committee to classify the list of books essential to kindergarten training according to the outline prepared by your committee on

professional training, which calls for six distinct lines of study, as follows:

Kindergarten theory and practice, history of education, psychology and child study, nature study, stories, songs and music.

**I. (a) KINDERGARTEN THEORY AND PRACTICE:—**

Froebel's Mother Play Book, *Blow*  
Froebel's Education of Man, *Hailmann*  
Froebel's Pedagogics, *Jarvis*  
Reminiscences of Froebel, *von Bulow*  
Symbolic Education, *Blow*  
Child and Child Nature, *von Bulow*  
Students' Froebel, *Herbert*

**(b) HISTORY OF EDUCATION:—**

Froebel's Autobiography, *Michaels and Moore*  
Froebel Letters, *Michaels and Moore*  
Froebel Letters, *Heinemann*  
Life of Pestalozzi, *De Guimpe*  
Educational Ideas, *Monroe*  
Educational Reformers, *Quick*  
Emile (Abridged Translation), *Rousseau*  
Levana, *Richter*

**(c) PSYCHOLOGY AND CHILD STUDY:**

Talks on Pedagogy, *Parker*  
Psychology, *Dewey*  
Infant Mind, *Preyer*  
Psychology, *Baldwin*

**(d) NATURE STUDY:**

Systematic Science Teaching, *Howe*  
Nature Studies, *Jackman*  
Songs of Life, *Morley*

**(e) STORIES:**

In the Child's World, *Pousson*  
Stories for Kindergarten, *Wiltse*  
Story Hour, *Wiggin*  
Child-garden.

(Special Committees will report further on Myths and Music.)

**II. SUPPLEMENTARY STUDY AND READING:**

Lectures to Kindergartners, *Peabody*  
Republic of Childhood, *Wiggin and Smith*  
Myths and Mythmakers, *Fiske*  
Stories of Venice, *Ruskin*  
Child and Childhood in Folk Thought, *Chamberlain*  
Education of Greek People, *Davidson*  
Education Through Activity, *Bowen*  
Anthropology, *Tyler*  
Childhood of the Race, *Clodd*  
Literary Landmarks, *Burt*  
Study of Child Nature, *Harrison*  
First Three Years of Childhood, *Perez*  
Heroes and Hero Worship, *Carlyle*  
Essays, *Burroughs*  
Philosophy of History, *Hegel*

**III. BOOKS FOR PRIMARY TEACHERS:**

Kindergarten and the School. *Beede*  
First School Year, *Beede*  
Republic of Childhood, *Wiggin and Smith*  
Talks on Pedagogy, *Parker*  
Hand-work and Head-work, *von Bulow*  
Lectures to Kindergartners, *Peabody*  
Education Through Activity, *Bowen*  
Education of Man (for critical study), *Fraebel*  
How Gertrude Teaches Her Children, *Pestalozzi*

**IV. LIST OF BOOKS FOR PARENTS:**

Study of Child Nature, *Harrison*  
Early Training of Children, *Malleson*  
Children, Their Models and Critics, *Aldrich*  
Mother Play Book, *Fraebel*  
Lectures to Kindergartners, *Peabody*  
Infant Mind, *Preyer*  
First Three Years of Childhood, *Perez*  
Leonard and Gertrude, *Pestalozzi*  
Children's Rights, *Wiggin*  
Beckoning of Little Hands, *Du Bois*

**V. BOOKS FOR CLUB AND CLASS STUDY:**

Mother Play Book (With *Kindergarten Magazine* Vol. VIII, Study Questions), *Fraebel*  
Education of Man, *Fraebel*  
Symbolic Education, *Blow*  
Study of Child Nature, *Harrison*  
Law of Childhood, *Hailmann*  
Students' Froebel, *Herford*  
Levana, *Richter*  
Christian Nurture, *Bushnell*

**VI. TYPICAL BOOKS FOR CHILDREN:**

Seven Little Sisters Series, *Andrews*  
Tanglewood Tales and Wonderbook, *Hawthorne*  
Fairy Tales, *Andersen, Grimm*  
Child-Garden, (bound volumes).  
Junglebook, *Kipling*  
Child Stories from the Masters, *Menefee*  
Back of the North Wind, *McDonald*  
Greek Heroes, *Kingsley*  
Nights with Uncle Remas, *Harris*  
Bird's Christmas Carol, *Wiggin*  
Child's Christ Tales, *Hofer*  
Love Songs of Childhood, *Field*  
Child-Garden of Verse, *Stevenson*  
Fables and Folk Stories, *Scudder*

**FRIDAY AFTERNOON.**

The company were entertained at luncheon by the college at the hall on Ninth avenue, and at the opening of the afternoon session greetings were read by Miss Wiltse from Mrs. Emily Ward of London, from Mrs. George Gaden of the Golden Gate Association, San Francisco, Cal., from Miss Loder of Philadelphia.

and Mrs. Sarah B. Cooper, San Francisco, Cal. Miss Garland, president of the Eastern Kindergarten Union, which has recently joined the International Kindergarten Union, sent a letter expressive of her sympathy with the Union. Some further discussion of the report on literature followed, and it was suggested that the lists submitted by the committee be printed as they now stand, and that further time be allowed to formulate lists suitable for a library, and covering more ground than was possible for the purposes for which these lists were intended. This suggestion was adopted. A motion was then carried that a committee be appointed to consider stories, folklore, myths, fairy tales, etc., and to arrange them, as far as possible, in the order of their development. It was decided also to include Bible stories; this committee to report at a future meeting of the board. A motion was carried for a committee to make out lists of books, magazines and articles, suitable for libraries, and send such lists to members of the International Kindergarten Union. On motion it was also decided that a circulating library committee be formed with the corresponding secretary as chairman, with power to select her own associates; this committee to devise ways and means of carrying on a circulating library for a year, and to report the progress of the experiment at the next annual meeting of the International Kindergarten Union.

Miss Twitchell read the treasurer's report, showing that the Brooks Alumnae, the Wisconsin state branch and branches from St. Louis, Cincinnati, Albany and Buffalo have paid initiation fees. The expenses thus far this year have been \$74 and there is a balance in the treasury of \$249. This balance is largely due to a donation of \$100 from Mrs. Sarah B. Cooper some time ago, and to two life memberships of \$25 each, by Miss Stewart and Miss Haven.

Letters were then read by the corresponding secretary from Minneapolis, Topeka, Cleveland and Delaware, bringing up the question as to the benefits to be derived from joining the International Kindergarten Union. Miss McCullough then made a report of her visit to the Wisconsin branch in December, speaking of the resolutions which were passed. Miss Hofer mentioned the need of organizing to secure state legislation favorable to the kindergarten and said that this work should be taken up by the branches, each taking up the matter in

its own state. She related some bits of personal experience in corresponding with the legislators and drafting bills. Attention was called to the Nixon bill pending in the New York legislature and the project which it was claimed is being discussed in that state of giving candidates for kindergarten positions twenty weeks' training in one of the state normal schools and then granting them a kindergarten diploma.

The discussion ranged over the situation in Ohio and Iowa, where it has been proposed to put the examination of kindergartners in the hands of the county superintendents, during which Miss Hofer remarked that there are 4,800 salaried kindergartners in the United States. As a result of the discussion it was voted that the Union recommend to the branches to undertake to secure whatever legislation may be needed in the several states. The opinion was also expressed that each branch ought to consider what can be done for the cause in joining the Union rather than the particular benefits to be secured by such action. Also that each branch should send delegates to the annual meeting of the Union, who shall be entitled to vote.

In the discussion that followed, many interesting suggestions were made as to the best methods of effecting an interchange of ideas and a closer union of kindergartners and kindergarten interests. It was moved and carried that a recommendation be made to each branch to have, at least, one general meeting during the year, devoted to the objects and aims of the International Kindergarten Union, and that, if possible, some representative speaker be invited to be present. It was also moved and carried that a list of the branches belonging to the Union be printed in connection with the next circular letter issued by the Union, and branches be requested to send, instead of one annual report, a sufficient number of reports that one may be sent each branch.

In view of the amount of legislative work relative to the kindergarten interests at present pending in the various states, a motion was made and carried that a recommendation be made to each branch of the Union to appoint a special committee to investigate and report to the Union such legislative action in their respective states as effect kindergarten interests. It was also decided to add a regular business meeting to the annual meeting, and to give a delegate from

each branch the privilege of a vote at such meeting.

A cordial invitation was extended by the St. Louis Froebel Society, through Miss McCullough, to hold the next annual meeting of the International Kindergarten Union in February, 1897, in St. Louis. The invitation was unanimously accepted, and thanks extended to the society. Miss Elder, on behalf of the kindergartners of Buffalo, tendered their hospitality to the visiting delegates to the New England Association which holds its annual meeting in Buffalo next summer. Grateful appreciation was expressed of this kind offer. A motion was carried that a report from the International Kindergarten Union be sent to the president of the kindergarten department of the New England Association to be read at the annual meeting. Greetings to the International Kindergarten Union were read from Mrs. Stovall of the Golden Gate Association.

The report from Mrs. Putnam, chairman of the committee on training, was read by Miss Bryan. It was moved and carried that the report be accepted as it stands, and that the final recommendations embodied in it, be carried out, viz: That this committee hold a special meeting, at a time to be determined upon later, with a number of sub-committees consisting of three members appointed from each of the following centers—New York, Boston, Chicago, Philadelphia and St. Louis—the report of this conference to be made at the next annual meeting of the International Kindergarten Union. A motion was carried that greetings from the International Kindergarten Union be sent to Frau Froebel. It was stated that there was a probability of a niece of Madame von Bulow coming to this country to lecture. It was recommended that lists of lecturers be placed in the hands of the corresponding secretary.

The following new committees were subsequently appointed:

*Myths and Stories.*—Sara E. Witse, Elizabeth Harrison, Nora A. Smith, Mrs. Kate Douglas Riggs.

*Songs*—Bertha Payne, Mari Hofer, Daniel Batchellor.

*Magazines and Library.*—Emilie Pousson, Henry W. Blake, Ella C. Elder.

*Sub-Committee on Training.*—New York, Caroline T. Haven, Angelina Brooks, Alice E. Fitts; Philadelphia, Constance Mackenzie, Mrs. M. L. Van Kirk, Sarah A. Stewart, C. Geraldine O'Grady, Anna C. Williams; Baltimore, Caroline M. C. Hart; Boston, Lucy H. Symonds,

Mary J. Garland, Laura Fisher, Lallah B. Pingree and Lucy Wheelock; St. Louis, Mary C. McCullough, Mary Waterman and Mabel Wilson; Chicago, Mrs. Mary B. Page, Elizabeth Harrison, Frances E. Newton, Anna C. Bryan; San Francisco, Anna M. Stovall, Grace E. Barnard, Kate F. Banning, Mrs. Marie L. Plié.

#### FRIDAY EVENING.

Early in the evening the corridors of the college and the spacious kindergarten room began to be filled with visitors from near and far, a large number of invitations having been issued. Spencer Trask, Mrs. Peter M. Bryson, Miss Grace H. Dodge of the Trustees; President Hervey, Mrs. C. L. Williams and Miss Angelina Brooks of the faculty of the college, received the guests, who were then introduced to Miss Lucy Wheelock, president of the International Kindergarten Union, and to the other officers and members of committees. The company included Mrs. Hallmann of Washington, Miss Curtis of New Britain, Ct., Miss King of New Haven, Miss Rust of Worcester, Mrs. Waters of Springfield, several members of the Pratt Institute faculty, and a considerable delegation from Wilmington, Del. After an hour spent in hand shaking and conversation the company adjourned to the chapel. The platform was adorned with palms, and above the speakers was hung the American flag. Members of the training class acted as ushers, wearing blue badges bearing Froebel's picture. President Hervey presided, and in his gracious words of welcome showed his thorough appreciation of the kindergarten system and what it is doing for the world. Miss Brooks also extended a greeting to the visitors in behalf of the college, and responding for the Union Miss Wheelock told two stories. One was about a little girl who, having been invited to a party, was told by her mother that when it was over she must say something particularly nice to the hostess. So she did it in this wise: "I have had a lovely time and the next time that you have a party I'll come again!" The other story was a personal one. Some years ago a friend asked Miss Wheelock where she had been. She replied that she had been visiting a kindergarten. "Was it a real kindergarten?" inquired the friend. "Yes," was the answer. "Was it taught by a real kindergartner?" came next. Somewhat surprised Miss Wheelock said "Certainly." "Well," remarked the friend,

"you are the first kindergartner I have ever met who would admit that there ever was another real kindergartner in the world." The moral of this story is that times are not as they used to be, that the kindergartners of to-day acknowledge each other and each one is glad to contribute something for the good of all, because we recognize the togetherness of the race.

Miss Wheelock was followed by Dr. Jane Robbins of the New York college settlement, who said that the ladies of the settlement manage to see a great deal of the kindergarten children in their homes, and regard these visits as a very effective way of working. In laboring among these people we must, if possible, bring each one of them to feel that every man's hand is not against him. The speaker told about her talks to the mothers on hygiene, and their heroic attempts to follow her directions in the tenement houses. Next came Mr. James P. Reynolds of the University settlement, New York city, who described the tenth ward street "kindergarten," where the little children are taught all the ways of vice. It is probable that the street boys are more keenly developed along certain lines of mental activity between five and fifteen than are those of the better class. But after twenty statistics show that they grow dull and readily lapse into the grosser crimes.

The next speaker was Miss Pingree, who said that she came from Boston, which has at times been characterized by outsiders as "an abandoned literary farm," a city that, it is very likely, became unduly elated because of its educational methods some years ago, and has since retrograded. With this introduction Miss Pingree proceeded to pay a glowing tribute to the generosity of Mrs. Shaw in establishing kindergartens and promoting manual training in Boston and also of Mrs. Hemenway in providing physical training for the same city. After a time Boston was ready to respond to Mrs. Shaw's generosity and assume the care of the kindergartens, and Miss Pingree said that she never saw a more natural transition than that which changed those kindergartens from a private benevolence to a part of a city school system. Recently Boston has attached a kindergarten training department to its Normal school, and the kindergartners soon hope to open a house in memory of Miss Peabody.

Miss Mackenzie was then heard, her theme being Education of Young Chil-

dren in its Bearing on the Community. She said that the trained mother, and the untrained, equal in love, but not in knowledge, meet the child's needs in different ways. One prepares her child to solve the social problem. The other prepares her to aggravate it. A more genial knowledge of the science of childhood must prevail. She would have fathers' and mothers' classes, and classes for nurses established in every section of every city, town and village that would support them by attendance. Educate the native vote, and the foreign vote in the second generation by helping the mothers to a knowledge of the simplest principles of child-culture. While it is true that the home cannot take the place of the kindergarten, it is equally true that nothing can take the place of the home. Above all things is its good and persistent influence necessary to the kindergarten to continue, emphasize and sustain its training. The intelligent kindergartner and the intelligent mother, applying the same principles, thus fortify each other and help to provide an unbroken progression of right influences at a time when a child is most susceptible. The great step is taken toward the proper education of young children when the community recognizes practically—that is, by action—the importance of substituting progressive for intermittent training. The child who comes from a poorly-directed home to a good kindergarten lives for three hours daily in a life-giving atmosphere. The local kindergartner knows the special conditions of the home, the difficulties and encouragements and the character of the individual child, as no peripatetic expert can possibly know them. Through the child she has become the personal friend of the mother. Her knowledge of circumstances determines the nature of her class direction. What she says and does, and what she omits to say and do are, therefore, directly practical, and applicable to individual cases. The College Settlement and all enterprises of like nature have seen clearly this vital need of an all-round contract with the lives of the people whom they want to help. This necessity is no less pressing in an effort to establish the proper bond between the home and the kindergarten.

The next speaker was Miss Annie Laws of Cincinnati, who outlined the things which the Union represents, showing that its gatherings send each worker back to her home filled with new ideas. Miss Laws also expressed her pleasure

that the Union is to go West next year, prophesying that much good will result to that section from such a visit. The speech of Rev. Thomas Hunter, president of the New York Normal college, which came next was heard with marked attention. He said that so far as the kindergarten is concerned he has been a looker on in Vienna. He received his first kindergarten instruction from the lips of one of the distinguished band of exiles that fled from Europe to these shores as a result of the revolution of 1848-1849, and afterwards was further advanced by Miss Peabody. Being naturally credulous he fell into the habit of investigating whatever was new, often only to prove its fallacy. But he found that the whole tendency of the kindergarten is to make the children happy, and long experience has made him feel that the old proverb "be good and you'll be happy," should often be reversed so as to read "be happy and you'll be good." Owing to his efforts a kindergarten was opened in 1871 in St. Mark's church, the first in this country, in the opinion of the speaker, to be supported by public funds. It was not much of a kindergarten, but steady progress has been made since then, by the help of two earnest women, Dr. Jennie B. Merrill and Dr. Jennie Conant. Mr. Hunter has found that Belgium has the best kindergartens in Europe and France the worst. Those in Germany have degenerated because an attempt has been made to send out kindergartners who have an educational basis that is altogether too narrow. The foundation of a good kindergartner ought to be a college course. The best educated teachers should be assigned to the lowest grades. There are three things which the kindergarten represents: Simple humanity, development by self-activity, the training of the child to be a constructionist. Naturally the child, as well as the savage, is a destructionist. It is training and civilization that teach the race to become builders. The kindergarten helps the pupil in all the grades, till he has passed through the university. Inquiries put to the honor men of a German university as to what was the one thing that gave their special mental stimulus were answered by the mention of the kindergarten training. The speaker himself had noticed that the kindergarten pupils who had reached the New York Normal college secured a rank of ninety per cent. and upward.

Miss Haven came after Mr. Hunter,

her theme being "Social Aspect of Kindergarten Work." She took as her text the proposition that the greatest gift in life, with the knowledge how to use it. This is what the kindergarten of to-day undertakes to impart. Miss Symonds was next in order, and she talked about "The Kindergarten Vocation for Women," making liberal reference to "the new woman" and the characteristics which she ought to have. Not every woman can be a kindergartner, but almost everybody can study Froebel and enter into his spirit. Miss Fitts spoke regarding "The Kindergarten for the Children of the Cultured," saying that the objectors to the kindergarten are divided into two classes, those who know nothing about it and those who in some way have entertained an idea of its possibilities which is altogether too high. No child is educated in parts, the body, mind and soul must be trained together. If he asks his nurse how bread is made she may have the patience to answer a few of his questions, but the kindergartner will take him to see it made and explain all the processes. The opportunity which the kindergartner has for making an impression never comes again in the subsequent years of the child. For this reason a good kindergarten is the best thing for him, be he rich or poor. At the close of the speaking the college served refreshments to all visitors.

#### SATURDAY MORNING.

The attendance at the final session, Saturday morning, was all that could be expected, it being estimated that a thousand persons sought admission to the hall and that two or three hundred were turned away for lack of room. There were some variations from the printed programme after it was under way, but President Henry began the opening address at the appointed time, 10 o'clock, after being duly presented by Miss Wheelock. After a few words of welcome he referred to New York's lack of progress in the direction of juvenile education. In point of backwardness in waking up, in taking action and in working together New York leads the world. "Her need is more urgent and her appliances smaller than in St. Louis and San Francisco.

"The day of rigid adherence to revealed truth has gone by. The best kindergartners are those who are modifying and adjusting all matters of form, as Froebel told them to do, according to the needs of modern civilization. A cordial and open-minded attitude towards ex-

periment and then a pooling of profits is in order now as never before. No kindergartner can afford not to know what the rest are doing.

"A second need of the hour is elevation of the standards. It goes without saying then that the kindergartner's qualifications must be of a unique character. They must include as Miss Nora Smith has said, the music of St. Cecelia, the art of Raphael, the dramatic genius of Rachel, the administrative ability of Cromwell, the wisdom of Solomon, the meekness of Moses, the patience of Job, the prudence of Franklin, the inventive power of Edison and the talent for the improvisation of the Troubadours." To these qualifications the speaker said he would like to add a splendid audacity, backed up by a divine call. For his third point of importance he urged the need of a thorough and broad training for one who is to attempt kindergarten work, and said, in conclusion: "It is my own firm conviction that we have not yet begun to realize the possibilities of the kindergarten as a power for civilization in the century that is almost upon us, and that all the faith we can muster will be abundantly justified by the result." When he had finished Miss Wheelock announced that a sub-committee of the union had already been appointed to consider the subject of uniform scholarship requirements for kindergarten teachers.

Next came Rev. Leighton Williams of New York, who spoke about "The Kindergarten in its Relations to Social Reform." He said that social reform involves a recognition of life as it has never been recognized before. What the new social movement needs is self direction. It needs the awakening in itself of conscientious education, and it turns very gratefully to the kindergarten for that education. The kindergarten takes hold of the children at a period when they are usually neglected; at a period before the public schools get them. The child has heretofore been confined to the exclusive environments of the family at this age. The kindergarten socializes the child. The social state toward which the social reformers must tend must be a state in which each individual unit is in close contact with every other individual unit. We have already in the kindergarten a new society. In the midst of life to-day the little children of the slums are brought into our mission schools, and during the hours of the forenoon are in a new society. Those relations which are formed in the early

hours of the day continue through the day and will be taken home. The kindergarten is actually realizing the social condition which the social reformers are talking about. What we want nowadays is not so much thought as thought applied. The kindergarten sets in motion the helpful development of the child. It not only tends to the development of the mind, but of the affections and will, as well.

Miss McCullough came next, speaking on the same theme. She began by naming the different cities represented at the meeting and asked that each one might be applauded, which the audience did with a will. Then she quoted these words of Froebel, "All is unity; all rests in unity; all springs from unity, strives for and leads to unity, and returns to unity at last," and then said that it is the greeting which St. Louis to her sister kindergartners brings and should be the motto of the union. There were many other addresses delivered before the students of Froebel's philosophy who filled the large lecture hall of the Teachers College, but they were all overshadowed by that of the vivacious delegate from St. Louis, says the *New York Advertiser* who announced in triumph before she concluded that she had captured the next annual meeting for her native city. It was not that she said much, for she only talked for five minutes, but what she said was to the point and produced effect upon her hearers. "In that quotation," she remarked, "I hear the answer to the question as to the solution of the social problem. There is that in the human breast which strives at closer communion with its fellows. The message of the kindergarten is to form rather than to reform. It must begin and establish in early life the ideal toward which the life is to grow. If good habits are formed in early life they cannot be easily effaced. I think there is need of the kindergarten among all classes of children. Oftentimes the plea is put forth for kindergartens for the poor. I contend that there is a rich poor and a poor rich. The children of the rich, who need the barriers of selfishness which imprisonment their better instincts, broken down, need the kindergarten as much as the poor children. It is not any particular class, but for every child, for every child is alike. There is but one class, one brotherhood, one humanity, and the sooner we realize this the sooner we will solve the problem of social reform."

After Miss McCullough came Miss Bryan, to speak concerning "Child Study in the Kindergarten." This is a matter that we kindergartners have not considered as we should. It takes almost as much genius to interpret as it does to create. Suppose Frobel did discover the child with great thoroughness, it is just as necessary for us to do it for ourselves. We must undertake to do it in a natural and psychological spirit. There is an earthly way and a divine way in all such matters. Child study should be taken up directly for the benefit of the teachers, indirectly for the children and incidentally for science. We must remember that the kindergarten system is not dependent on the length of any line or the breadth of any perforation. There is much yet to be discovered and we kindergartners should be most zealous of all people in our devotion to child study. Miss Hofer had the same subject and she began her talk by saying that the last decade which we passed through might be characterized as the evolutionary decade and the present one can properly be termed the psychological decade, while it seems evident that the one which we are approaching bids fair to be the sociological decade. One of the few conclusions that child students have reached and are willing to announce—for child students, as a rule, choose rather to state facts than to draw conclusions—is that of John Dewey, that "the child is a social being." That is a simple statement, and one we have always known, yet, in its application to school work, it takes on a very different meaning. Finally and fundamentally the child is a social being, and as Frobel was a social reformer his followers should follow in his footsteps in that respect.

Miss Nora A. Smith next illustrated the art of story telling. In her opening remarks she said that there never has been a time when story telling was not of interest to children, and it has never ceased to be so to adults, too. If mothers, or those who have the care of the young, knew or realized the effect of story telling they would never say impatiently, "I shall be glad when you learn to read your own stories." The story teller is the humble person who rolls up the curtain that the drama of literature may begin. It does not matter how the story is told, so long as it relates to something in which the child is interested. He will absorb what he needs and will use it in his own way. It is better that a story be told in a bungling manner than not

at all, but where parents are well educated it is wise for them to be careful of their choice of words. The story of the fir tree was told with much pathos by Miss Smith as illustrative of what might be used to interest a child in a forest, at the same time carrying an underlying lesson to the mother, for the tall fir tree was the mother and the little ones growing under her shade her children. One, a weak little baby tree, did not receive much encouragement and pined away. Another, who asked questions and tried to follow his mother's advice, grew strong and straight of form and was finally taken into the children's house for a Christmas tree. The story carried its own value, and others, Miss Smith suggested, could be told to bring a child in touch with nature, one of the best and earliest of teachers. Incidents of daily news might be turned to account to teach a lesson and adorn a tale. "In the times of pugilistic discussions," she continued, "an interesting story may be made of the deeds of great warriors and chieftains, and how they have turned great physical strength to the help and glory of their families, how they have met in journeys and carried their might into conflicts for honor and right."

Hamilton W. Mabie next talked on "Elements of Culture in the Kindergarten." "It is a great misfortune," he said, "for a speaker when his illustration comes first and his dogmatism last. But Miss Smith's story was an illustration of what I want to say. There are only three things that I ever do say, anyway, but I have discovered that if you say the same thing over and over again people think it new. Goethe says—I have to paraphrase him for I cannot quote—that to say a thing originally is not only to say something new, but something true. John Adington Symonds has said that some persons look upon culture as a knapsack in which to stuff languages, science or art. If that were so I would have nothing to say to you. If culture were, as is often thought, an accomplishment, I would have nothing to say to you. But culture is not an accomplishment. The man of culture is not the man of acquirements, but the man of quality, the ripe man, the full man. The knowledge that you get from a man of culture has passed through his personality, and is given off in a new form. I have often said that the test of everything is educational. Educational uses are final and supreme uses. The test of education is culture. Right here we find

the deficiency of public school education. It gives dexterity, but it denies fluency, freedom and creativeness. The kindergarten is an illustration not of the philosophy of pedagogy, but of the philosophy of life. Its charm is that it is not technical in character, however much so in methods, but rests on the basis of human nature. Am I out of the way in saying that, whenever you meet a successful kindergartner you meet a rare personality? The kindergarten is the only system of education which provides for the imagination. Here it is in the line of culture, as it differs from pure scholarship. Everything that is great is simple. When you get at unity, correlation and vitality; when you have them in education you have started toward the great end which cannot but be power, freedom and creativeness."

James L. Hughes, inspector of the Toronto schools, said the schools every year were learning more and more from the kindergarten, and only would they do thorough lasting work when they had truly imbibed the kindergarten spirit, and given the teachers time for individual work. He said that the relations between the home and school should be more cordial and thought this could only come through the application of Froebel's principles.

Mrs. W. N. Hailmann of Washington, spoke of the schools, and by means of a chart showed how the gifts and occupations of kindergartens directly led to the development of certain traits of character, which would be given to the world in the form of literature, art, mechanical devices, etc.

#### FLORIDA CORRESPONDENCE.

FROM TAMPA.

The meetings of the Hyde Park Kindergarten Association held in January and February were of especial interest and well attended. At the January meeting a paper by Mrs. Etheridge on the financial aspect of the work, one by Miss West on the "Philosophy of Froebel," and a paper by Miss Esther Wilson on the "First Gift," awakened in those present a lively interest in the cause. At the February meeting a paper on the life of Froebel was read by Miss Bagley. Prof. Graham's fine address was practical, comprehensive and scholarly, and indicated that he not only understood true kindergarten principles, but had the faculty of imparting to others his knowledge of this deep and complex

subject, and the wish was expressed by several present that he might give this address before a large public audience. The question box proved a very entertaining feature of the occasion and provoked much wise and witty conversation and discussion. Miss West was chosen to read the questions, which were open to all for answer or discussion. In reply to the question "Of what benefit is the kindergarten to a community?" Mr. Grable spoke in the highest terms of its benefit to St. Louis, where it is a part of the city school system. He had observed its practical effects, and testified as to the refined manners, correct conversation and close observation which it fosters. Miss Pendleton of Key West spoke enthusiastically of the system. She said she had three children in the kindergarten, and often visited it herself, and that her little boy insisted on having his bread and butter cut into cubes, triangles, etc. Mrs. McIlraine spoke of the advantages to be derived from the system in practically teaching numbers and fractions. Many others expressed their appreciation of this method of training, and at the close of the discussion Mrs. McIlraine, the president, said in effect: "Since we all agree that the kindergarten is a good thing, let us all unite to make a success of it." During the evening Mrs. Grable sang a charming bird song which was particularly adapted to her voice and appropriate to the occasion. Active measures are being taken to secure a lot on which to put up a building for the kindergarten before next fall. M. A. W.

#### FROM KEY WEST.

The majority of Americans know very little of Key West, although it promises in the near future to be one of the prominent points in our country. Its geographical position has heretofore been a drawback to its advancement, the island being so far from the mainland that it is almost impossible to keep in touch with the outside world even now, with steamers plying between the island and the coast three or four times a week. Having a population of 25,000 people of all nationalities, it is one of the largest cities in the state, although its atmosphere is essentially so foreign that one has difficulty in realizing that it is a part of the United States. Until a year or so ago Key West was flourishing, but the removal of the cigar factories has brought hard times to the city. The people have always lived within themselves until

recent years, and are far behind the times, especially in the matter of education. A year ago two young women were induced to come here and establish a kindergarten and a considerable number of children attended, but the teachers did not care to return to the work for a second season. Last October the writer assumed charge of a kindergarten in a large, bright room in Masonic Temple, one of the largest buildings on the island, which was opened with seven children, through the efforts of some of the business men of the city. This room is an ideal one for kindergarten purposes, having a fine floor, many large, low windows, high ceiling, and three smaller rooms annexed. The material was all new at the beginning of the term, the piano was good, in fact every detail seemed perfect, no effort having been spared to make it so. The attendance is steadily growing through the united work of both students and teachers, aided by warm friends and the local papers. Miss Sara E. Moore is the kindergartner, and her volunteer assistants are Miss Maria Williams and Nellie Seymour, who are receiving the training. Mothers' meetings are in progress and the general outlook is bright, although there is much hard work to be done before we can feel that the kindergarten has come to Key West to stay. We need the good wishes of all our kindergarten friends.

S. E. M.

#### MRS. POLLOCK'S TALK.

Mrs. Louise Pollock lectured before the Columbian Kindergarten Association in the University Hall at Washington, February 1, to a large audience of parents and teachers. The use of the six colored balls in the nursery, the kindergarten and the primary school was demonstrated. Mrs. Pollock showed how lessons could be given on their color, form, quality, material, uses and number. The experience of a Seattle (Wash.) public school-teacher who had been instructed by Mrs. L. Pollock Bush, was related. She used the balls for six consecutive weeks for twenty minutes each day with excellent results to the children. Some of the little people present were called to the platform by Mrs. Pollock and they illustrated the ball plays to the delight of the whole audience. Mrs. Pollock closed her remarks by saying that every hour in the kindergarten should become a blessed memory in the life of the child, the same

as it is in that of the teacher. Any one who has had a joyous childhood can never become a bad man or woman. It is always the neglected child with vicious surroundings who grows up to be the dangerous individual in society. We must remember, however, that there is a difference in happiness. In the kindergarten the pampered, spoiled child gets a taste of true happiness, sharing his joy with others and in turn contributing to their happiness. The rule of the kindergarten is, preferring others to themselves, loving, doing and achieving. To have a successful school should not be the object of our lives, dear teachers. The main thing is to feel the importance of the trust. the child while with us is like clay in the potter's hand. Let us use this time in the wisest manner to make him what the good Lord intended to have him, a healthy, graceful, intelligent, thoughtful, conscientious, loving human being, a blessing to all with whom he comes in contact, the realization of the fond parents' greatest hopes.

Miss Ines C. Capponi has a private kindergarten at Scarsdale, N. Y.

Mrs. Eunice S. Duke is the director of the Newburgh, N. Y., kindergarten which was organized January 1, as a part of the Charities Aid Association at 21 Grand street. Sixteen children are registered with an average attendance of ten.

At Jacksonville, Ill., the Women's Christian Association has opened a free kindergarten in charge of Miss Hackett. Twenty-five children are in attendance.

The members of Mrs. Treat's training class entertained the working women connected with the charity organization at Grand Rapids, Mich., February 15, with an attractive programme.

Miss Eleanor Reta Crane has been a successful kindergartner in the Freeport, N. Y., public school for the past two years. She is the author of several stories in the *Kindergarten Magazine*.

Mrs. F. G. Crane has given \$50 toward a new kindergarten at Pittsfield, Mass. It is hoped to secure twenty-five \$25 subscriptions which will provide a kindergarten for fifty children, with teachers and materials. This will be the "Children's Kindergarten" and the subscriptions are to be given in the name of some child whose name will be placed on a tablet in the kindergarten.

Miss Metta S. Ryman has a kindergarten at her home in Westfield, N. J.



We invite short letters for publication in this department, showing the growth and extension of the kindergarten movement all over this country.

#### PHILADELPHIA, PENNSYLVANIA.

At the February meeting of the Philadelphia Branch of the International Kindergarten Union held at the Normal school, the subject discussed was the group of Trade Songs in the mutter und Kose Leider, and while the papers presented were of primary importance to exponents of Fröbel's methods, the speakers improved the opportunity to urge the value of kindergarten education in its general aspects. Mrs. Julia F. Grice, of the private kindergarten at Sixteen and Wallace streets, who introduced the discussion of the Labor group, gave as the central idea symbolized by those songs, the hand productive activity, the medium between the inner, or spiritual, and the material. Educators, she said, have reached the conclusion that the use of the hand promotes a corresponding activity of the mind, and by experiment it has been demonstrated that the growth of the brain cells is modified by the use or disuse of the hand. From songs such as the "Charcoal Burner," the child may be led to see that the hand which is capable of good work is one of God's greatest gifts, that no other animal has been so endowed; that it closely allies him to his Creator, as with it man in faint imitation creates out of the seemingly useless or unsightly things useful and beautiful. The Hebrew nation from whose laws so many of our own were taken, esteemed the education of the hand of vital importance. Rich and poor alike were compelled to learn some trade or industry.

To Miss Emilie Jacobo of the Ludlow public kindergarten, Fourth and Master streets, was assigned the explanation of

the "Charcoal Burner," and "The Joiner." Miss Jacobo quoted Dickens' thought "To strive at all involves a victory over sloth, inertness and indifference." This is the keynote of the labor songs. By fostering in the child a respect for those upon whom the work of the world has fallen we encourage him to respect the rank of laborers, no matter how humble. The two salient morals of the Mother Play, and consequently of all life, stand out prominently in these labor songs. Sympathy and activity form the core of them. The child who personifies the humble craftsmen feels a kinship for the laborer, and appreciation for his toil. Inspire him with a love for human beings, and a desire to labor for them and you have planted the seed for that higher all, including love for the Creator of men. Mrs. F. E. Still of the Berean public kindergarten spoke next on "The Carpenter" and "The Bridge," followed by Miss Irene Hand from Pelham, who spoke of the symbolism of the garden songs. Miss Hand referred to children's love for flowers. "Flowers speak to children through their forms, but only in unison with color. A little girl in whom is born the love of poetry and art has spoken of lilies of the valley as the 'breakfast bells of the angels.'" Miss Hand gave some very pretty applications, using the songs as a text. Miss Constance Mackenzie, who presided, spoke of the remaining songs. A pretty feature of the meeting was the presentation of a group of gesture songs by twenty-four students of the Normal School, trained by Miss Geraldine O'Grady, who has charge of the kindergarten.

#### MORRISTOWN, NEW JERSEY.

The third annual report of the kindergarten association shows an enrollment of sixty children, with a very large average attendance, and the little graduates enter the public school with an advantage over children who have had no training, and like nearly all children from a rightly conducted kindergarten, are noticeable, upon entrance to the primary school, for their quickness, intelligence and obedience. The holidays of the year, Thanksgiving, Christmas, Easter, Washington's and Fröbel's birthdays, have been observed with songs and other exercises by a very enthusiastic little company. No kindergarten child, whatever his circumstances may be, fails to find some of the joy of a happy childhood. One little child inquired patiently every morning during the summer vaca-

tion whether the kindergarten was not again open. A treat kindly given by Mrs. Vanderpool, at the close of school, was greatly enjoyed. The children's Christmas tree and the celebration the following day, when the children presented gifts of their own making to their mothers, completed the year. The mothers' meetings have recurred every four weeks during the school year and are very largely attended. The addresses kindly made on different occasions by Dr. Pierson, Dr. Owen, Dr. Douglas and Dr. Bishop have been greatly appreciated. The kindergartner has also had a thoroughly interested audience in those of the mothers' meetings devoted to an explanation of kindergarten principles, and a talk to the mothers of what she wished to accomplish with their children. The relation sustained between the kindergarten and the homes of the children is constant and earnest. Her untiring efforts for their welfare form an influence whose results only the future can show forth. Two little pupils died during the year, one after leaving the school at the end of the spring term and one in the summer vacation, leaving a sad gap in the little ranks. Mrs. Robert McCurdy has given \$100 for the salary of an assistant, in memory of Mrs. Forbes, the first president of the association. The Needle-work Guild gave one hundred serviceable garments to help on the work, and a December sale added \$846 to the treasury. The total receipts for the year were \$989, and the expenditures \$987. The association was incorporated March 5, 1895, and these are the officers: President, Mrs. Wynant Vanderpool; vice-presidents, Mrs. William M. Hughes, Mrs. Thomas W. Cauldwell, Mrs. William B. Skidmore; secretary, Mrs. Fayette Smith; treasurer, Dr. Fred W. Owen; assistant treasurer, Miss Anna Shaw. Miss Mary Burr is the kindergartner, and the assistants are Miss Eleanor Bettis and Miss E. Van Dyke. There are a number of volunteer assistants for the musical department.

#### CHARLESTON, SOUTH CAROLINA.

The meeting of the South Carolina Kindergarten Association at the Charleston College, February 4, was characterized by the liveliest zeal for the advancement of the society. After the usual routine business was disposed of some highly interesting information was given, touching the free kindergarten, which has been established by the association in Woman's Christian Temper-

ence Union Home, showing that its usefulness is being more fully understood and more widely recognized by the public. It is very gratifying to know that the community is being aroused to an active spirit of co-operation in the good work. As evidence of this one of the members stated at the last meeting that a voluntary contribution of thirty-five dollars had been offered to the society through her for the purpose of furnishing a daily luncheon to the children of the school. Another kind heart outside of the association had offered to supplement the thoughtful luncheon fund with the necessary tableware. Mrs. Ida M. Lining, the efficient director of the free kindergarten, reported an increasing attendance of children, and that the school was running smoothly and satisfactorily. She mentioned among recent visitors Miss Frances Willard and Mrs. Chapin. Miss Willard expressed great interest and pleasure in the work, and remarked with strong emphasis, "I believe in the kindergarten." The Rev. Mr. Kershaw, rector of St. Michael's, has also inspected the modus operandi of the child garden, and noting how under wise culture the little human flowers were growing, manifested the warmest sympathy in the movement to develop child nature by judicious methods and along noble lines. The director told of a touching incident connected with a circle of little Daughters of the King. The eldest of the band was but nine years old, and had asked if they might make garments and give them to the little ones of the kindergarten. Of course the offer was appreciated and accepted.

#### COLUMBIA, SOUTH CAROLINA.

The February meeting of the kindergarten association was especially interesting. Prof. Flinn presided, and Miss Sadie Tadlock rendered a "Fantasie" on the piano, which was much appreciated. Miss Junkin then illustrated kindergarten methods with a class of six, composed of Olive and Margery Robertson, Jamie and Jeannette Dorritree, Alex Sutherland and Agnes Corbett. These exercises consisted of talking, singing and building with blocks. Miss Margaret LeConte sang a charming little song with taste and expression. Prof. Flinn explained the objects of the kindergarten associations.

The managers of the day nursery and free kindergarten, 1916 East Franklin street, Richmond, Va., acknowledge a large number of recent contributions.

## PROGRAMME WORK.

READ BEFORE THE WISCONSIN  
ASSOCIATION.

## PART II.

BY LIZZIE S. TRUESDELL.

How different from those already described must have been the programmes of which the beautiful display in the adjoining room, made by the public kindergartens of Milwaukee and other Wisconsin cities, was an outcome! They were not based upon periods of time, material, song or poem, but upon *principles*, the foundation principles of the New Education; principles which found reason for their existence in the very nature of childhood; in its universal and individual needs. Some of these principles are stamped upon the charts exhibited; others could not reveal themselves so plainly in material form, but we will assume they held their place in the making and rendering of the programmes.

Let us notice a few of these principles.

1. *The subjects chosen were within the comprehension of the children.*

Have you who can read children's faces ever visited a kindergarten during the morning talk or story and felt that the subject was far above the little ones? Did you interpret the spellbound gaze into the pretty story-teller's face earnest attention and interest or the result of hypnotic influence?

We will not go to the other extreme and say that this, that or another thought is too deep to present to our children and that they must have something more simple. The truth that children can comprehend much and that they are something more than empty-headed little beings up to five or six years of age is becoming fully recognized, in spite of the fact that a mother of to-day when urged to send her child to the kindergarten replied, "O he is too little to learn, he doesn't know anything yet, and papa and I do not intend to push him;" or—another mother who had allowed her little daughter to attend kindergarten because she thought it would not injure her since it was "only play," came to us after the child had been with us only a few months and said, "I want Blanchie to go to school now, I think she is old enough to begin to learn something. Don't you?" The baby's earnest questions, cunning habits, his play, too often mean no more to the mother than that he is the dearest, brightest darling in the world and that when he does begin to learn he will be a wonder to his teachers and will grow into a very remarkable man.

By choosing subjects within the comprehension of our children we pass gradually according to the law of progression from the things and facts with which they are already familiar to more general properties and principles. During September and October Nature forced herself upon the observation of all through her numberless manifestations in fruit and brilliant color. The beautiful leaves fluttered in the pathway of little ones on the way to kindergarten, they were gathered and brought lovingly to the teacher, who received them with pleasure and praised their beauty. How happy were the children imitating these in drawing, sewing, cutting and color! When they were pressed into clay there was a joyful exclamation over the discovery of saw or knife-shaped edge. The little ones of Galena street kindergarten furnished their own subjects for programmes during this time. Each kind of seed in this seed collection (reference was here made to the first chart, see description below) had its own story to tell. Some told of broad fields of grain and the farmer's work; others told of orchards and all appliances for picking and storing away the fruit, of storehouses, of transportation, etc.; and others of long journeys from beautiful countries far away where it is always summer. If we could find no other subjects seeds could be taken through the entire year and become neither tiresome nor monotonous.

Truly—"The things of nature form a more beautiful ladder between heaven and earth than that seen by Jacob; not a one-sided ladder leading in one direction, but an all-sided ladder leading in all directions. Not in dreams is it seen; it is permanent; it surrounds us on all sides. It is decked with flowers and angels with children's eyes beckon us toward it." Or, "Children must read the book which God himself has given to humanity to read in its childhood, namely, the world which he has created and in which he has manifested his divine thoughts." "You who wander through garden and field, through meadow and grove, why do you close your soul against nature's silent language?"

2. *The work must be based upon the personal experience of our children.*

As an illustration of this I will call your attention to this chart of street-paving (No. 2.) This fall Fourth street was paved from Chestnut to Grand avenue. Cedar blocks were the first attraction in the morning and the last at

night for our children. When the large force of workmen ended their labors for the day, a larger force of baby workmen appeared on the scene. Houses with immense rooms were made, the highest possible towers and forts were built, then stormed and bombarded when the watchman ordered the little builders home. The children talked of cedar blocks, they must have dreamed of cedar blocks, they came in late to kindergarten because of these fascinating cedar blocks and tracked our clean white floor over with tar. It became necessary to say something; they sat around the morning circle—"Children how did all these black spots get on our clean, white floor?" "It's tar, Sadie got it on her shoes and couldn't get it off." "And where did the tar come from?" It was becoming interesting, the teacher was talking about something of which they all knew and could give her some information.

Then followed the most animated of morning talks in which the children told of many things that had escaped the observation of the teachers. They told how the tar was made hot in the big black engine, so hot that the men had to wear thick mittens while they carried the pail which had been filled through the pipe at the back of the engine. They imitated the rapid motion of the workmen placing the blocks; showed how they used their hatchets; informed us that some of the cylinders had to be split in halves to make them fit. (I believe the Second Gift had not reached this point in its development where the forms were bisected, but the children were ready for it.) Later, for the subject extended over a period of three weeks, the wood, the stone, the coal were traced in conversation back to their source.

The children were led to see that the faithful horses and men had worked so hard that other horses and men could have good places to walk when the mud, the snow and ice should come. The horses had earned their oats and a good place to sleep; the men had earned money with which to buy good food and warm clothing for wives and children. In our work it is necessary to emphasize the use, beauty and dignity of labor because many of our children belong to parents who are either too lazy or bad to work, preferring rather to allow the city to care for them; or if they must do something they go peddling, anything but honest labor.

8. "God created man in his own

image; therefore man should create and bring forth like God."

The productions, creations and inventions in the kindergarten establish the correct ideas of labor in the hearts and minds of our children, though we fear it will be ages before all learn to look upon the food, clothing and shelter obtained through labor as "insignificant surplus." Education of Man, p. 32. "The debasing illusion that man works, produces, creates only in order to secure food, clothing and shelter may have to be endured but should not be propagated. Primarily and in truth man works only that his spiritual divine essence may assume outward form and that thus he may be enabled to recognize his own spiritual divine nature and the innermost being of God."

That the fullest benefits may be derived from labor it is necessary that the laborer know and realize the value of wise and correct use of time.

4. "*Order and punctuality are important in all relationships of life.*" (See Chart 3.) Froebel has illustrated this for the little child in his game of Tick Tack. We know that time pieces of all description have wonderful charm for children. There is not a child but what with Helen's Babies would "She wheels go round." So the little ones of Gilbert kindergarten were given an opportunity of representing time pieces from the tiniest watch to the tall tower clock; not only their outward appearance but in games the motions of wheels and pendulum and the sound of the bell were imitated. In play they visited the factories where these wonders were made and saw even the workmen who made them were governed by time. At home the good family clock suggests so many duties for papa, mamma and even the little children,

"The clock is not a master hard,  
Ruling with iron hand;  
It is a happy household sprite,  
Helping all things to move aright,  
With gentle guiding wand."

(Miss Blow's Mottoes and Commentaries of Froebel's Mother Play.)

(See Chart 4.)

The Wheelock kindergarten tells us a story of "The Pine Tree." The Second Gift and many other wooden playthings in the kindergarten are viewed with greater interest and respect when it is understood how much *labor* and *time* were required to produce them. Step by step we go back to their origin and there discover the same creating cause that we find in all beginnings. We then truly

believe that "God is the sole source of all things," that "In all things there lives and reigns the Divine Unity, God." Through his own little creations the child begins to "Unfold this divine essence, to render it active, to reveal it in his own life with self-determination and freedom."

In conclusion I present to you the outline for programme building which we are now using in our work. (Milwaukee Mission Kindergartens.) We believe it is better to be prepared though our plans may sometimes be overthrown by circumstances or children. As an example, only two weeks ago while we were in the midst of Christmas work a small house came moving by Frances Swallow kindergarten. There were many workmen and it moved rapidly. The children were much excited, no Christmas thought could hold them, so house-moving was brought into the kindergarten. The Second Gift was in demand and the children were real little workmen for the time. They were soon satisfied and ready to return to their Christmas presents for loved ones at home.

#### OUTLINE.

Choose a subject. State motives for choosing. Let these motives be based upon clear and definite principles. Explain what you believe will be the effect of this chosen line of thought upon the threefold nature of your children, considering individual as well as universal needs.

Make list of things suggested by the subject. Make list of stories, songs and games, suggested by the subject. Select material which will best represent the things suggested. (The older children may aid wonderfully in this.)

Observe; the material is the last thing considered. I would not be misunderstood in this. The material is to be used just as carefully and logically as though it were the all important thing, but *wholly* with reference to the child's intelligent and orderly development. As Froebel would say—"Let the rendering of the whole at every moment be simultaneously double-sided, giving and taking, uniting and dividing, prescribing and following, active and passive, positive yet giving scope, firm and yielding; with ever that third principle *right* and *best* invisibly ruling between teacher and pupil."

#### CHART DESCRIPTIONS.

1. Galena Street Kindergarten.

*Chart.*—A twenty-four inch circle.

*Center.*—Twelve small glass bottles filled with seeds and arranged in a circle. Corks out.

*Border.*—Oak leaves cut from shades of red paper and crayoned.

Between the border and center the children's work was pasted. Tree, barrel, box, ladder, different kinds of fruit and many other things suggested by the subject were made in the various occupation materials. Explanation of gift-work done in carrying out the programme was written on a circular card.

#### 2. Frances Swallow Kindergarten.

*Chart.*—A 24x28 oblong—edge bound.

The whole represented a street-paving scene. Houses, sidewalks, finished and unfinished street, tools, tar engine, wagon, forts and rooms, beauty-forms, etc., were shown in occupation material while gift work done was explained by drawings.

#### 3. Gilbert Kindergarten.

*Chart.*—Twenty-four inches square.

*Center.*—Picture of Froebel's Tick-Tack Play.

*Border.*—Silver bells — folded from two inch circles. Sun, hour-glass, tower-clock, grandfather's clock, mantle-clock, watch, face, pendulum, weights, toilet articles, breakfast table, dinner table, bowl, spoon and bed represented by the different occupations.

Description of gift-work in writing.

#### 4. Wheelock Kindergarten.

*Chart.*—Represented the trunk of a tree.

"The Pine Tree's Story." A poem from one of the back numbers of the Kindergarten Magazine was pasted in the center. It was the story of the Second Gift from forest to block. All things mentioned in the poem had been represented by gift, occupation, song or game. The chart told the same story in picture and occupation work.

*Milwaukee, Wis.*

Mrs. Alice Hungerford has started a kindergarten at her home on Liberty street, Chester, Ct.

Miss Margaret E. Huston is director of the Alice Tyler Memorial kindergarten at Muncie, Ind.

The Four Lake Kindergarten Association at Madison, Wis., now numbers about three hundred and more members are desired. The kindergarten conducted by Miss Towne is in a flourishing condition.

At Tenafly, N. J., Miss Nellie H. Groht has a large private kindergarten.

**ABOUT THE LIGHT SONGS.**  
**A RECENT PHILADELPHIA DISCUSSION.**

REPORTED BY MARY L. LODOR.

At one of the late meetings of the Philadelphia Branch of the International Kindergarten Union, Miss Geraldine O'Grady of the kindergarten department of the Normal school gave direction to the thought of the afternoon, as her paper dwelt upon the whole group of "Light Songs" found in the "Mutter und Kose Leider." She said that most modern teachers, as well as kindergartners, will agree that teachers must present every idea which it is desired shall be intelligently grasped by the child, in material form first; in other words, that the concrete must precede the abstract. Froebel's educational system is the only one which bases all practice on sound psychological principles, and, to follow out these we may not "hitch our wagon to a star," unless we can make bridges all the way between.

Each song was analyzed in its turn, the speaker pointing the steps needed to make the child realize the spiritual side of each, and thus arrive at an ideal of conduct. The child must meet danger, and therefore, at a certain age, there is need to give warning of evil. Froebel gives it first in symbolism, connecting the hint of danger from ungovernable power with the wild creatures of the wood, who know no better. Froebel would have foreshadowed the evil in a picture, as Perseus recognized and slew the Gorgon, seeing only the image mirrored in the shield; and then he turns quickly back to the positive side in the "Window Songs." The thought from being general and indefinite has become always more special and particular. Coming to the individual, it is the use we personally make of light that is most important to us. There may be ever so much light outside, but it will not be our very own if we have not in home and heart a window for it to come in. The child has gradually been led to the comparison of inward and outward light, to thought of his own power to act, to imitate, to use light, to shut it out or to interfere with it. The child makes the opening to let the light in, and, with the revived impression of its beauty and helpfulness, comes the definite practical application in words, which will not now be abstract and meaningless to him.

Miss Grice followed the first speaker with an interesting paper upon the three songs, "The child and the Moon," "The

Boy and the Moon," and "Little Maiden and the Stars."

In speaking of aspiration as the keynote of the first song, Miss Grice said: "This reaching out to grasp the intangible is only the physical manifestation of the inner spiritual self reaching toward the divine. 'Ah! but a man's reach should exceed his grasp.'"

"The Boy and the Moon" was shown to reveal necessity for effort and perseverance in pursuing the path that aspiration points out.

In the third song, after speaking of the child's tendency to invest everything with life, Miss Grice said: "The stars which were father and mother stars to the little child, typify the relationship each bears to the whole. The same spirit pervades all nature. Each is a part of the whole, and the whole is in all."

Miss Adele Mackenzie discussed "The Light Bird on the Wall." A suggestion of the deep meaning of the song is all we wish to give the child, a feeling that the dearest things in life are those which cannot be held with physical grasp.

"We most do own what we own not,  
 But which is free to all;  
 The sun-set light upon the sea,  
 A passing strain of melody,  
 Are ours beyond recall."

In closing the speaker gave a graphic account of the introduction of the song into her own kindergarten.

The subject of Miss Alice Hanway's paper was "The Shadow Songs," which she considered well adapted to reach and develop the child's spiritual nature. "These songs also show light as a creative force. Out of chaos it brings order, form and beauty. As the transforming power of light illuminates all objects, showing their true worth and beauty, just so the spiritual light brings out the beat in human nature."

Miss Emmons discussed the last songs of the group, "The Window Songs." In these songs, physical light, as the symbol of truth, or spiritual light appeals more to the child than the pleasure derived from merely *seeing* the light. As light will shine brightly through a window which is clean, so truth will enter the *pure* heart. We first find light the universal, reaching down to the child the particular. As light is the source of all life and being, so the soul lives, only as it reflects the image of its Creator.

At Upper Montclair, N. J., Miss G. B. Gill is assistant in the kindergarten of Mt. Hebron school.

## APRIL SUNDAY SCHOOL LESSONS.

BY MARY S. THOMPSON.

EASTER SUNDAY, APRIL 5.

The Resurrection of Christ.—*Luke 24:1-12.*GOLDEN TEXT.—He is not here, but is risen.—*Luke 24:6.*

TINY TRUTH.—Jesus lives.

TINY PRAYER.—Help us to live near Jesus.  
METHOD.

ROLL CALL.—Response, Golden Text.

TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

TINY REPRODUCTION STORY.

Recall incidents where Christ raised the dead to life.—*Luke 7:11-14*, and *Luke 8:41-42, 49-56.*

One day the disciples and friends of Jesus said sadly one to another "He is dead." They felt very sorrowful, for they couldn't believe that Jesus had power to raise himself to life, although they knew he had raised the poor widow's son, and Jairus' little daughter and Lazarus, and had healed many who were sick, and done many other wonderful things. They never expected to see him again and felt very sad and lonely indeed. Very lovingly and tenderly they placed his body in a tomb, (explain) and a heavy stone was placed at the entrance. Early one morning some women who loved Jesus went to the tomb. To their great surprise the heavy stone was rolled away and Jesus was gone. An angel told them not to be afraid, and said the words of the Golden Text. (Repeat in concert.) The women were filled with joy and ran quickly to tell the glad news to the disciples.

Repeat the story and illustrate by simple drawings on the blackboard—tomb, circular stone, women and angel. Make straight lines with colored crayon for the women and let a white mark represent the angel. Practice this exercise beforehand that the blackboard work may be rapid.

Reproduce the story on the sand board, and show the children a model of a tomb and the circular stone in front of it. Use Sunday school men to represent the characters. Stand a picture of an angel beside the tomb. Tell what the angel told the women as given in *Matt. 5:10.* As they went to tell the disciples they met Jesus. (Represent with cross.)

Ask easy questions to be answered in turn. Impress the truth that Jesus still lives. He knows all about us, He hears our prayers and loves us dearly. Teach the lesson song. Let it be bright and joyous and full of the glad Easter spirit. Close with a march.

MOTHER TALKS.—Read from *Matthew, Mark, Luke* and *John* the different accounts of the resurrection.

Explain all unfamiliar words and customs. Talk about Easter and Easter customs. Teach response for next Sunday.

SECOND SUNDAY, APRIL 12.

Parable of the Great Supper.—*Luke 14:15-24.*GOLDEN TEXT.—Come; for all things are now ready.—*Luke 14:17.*

TINY TRUTH.—We are invited.

TINY PRAYER.—Help us to invite others.  
METHOD.ROLL CALL.—Response, *Luke 1:58.*

TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

TINY REPRODUCTION STORY.

As an introduction to the story talk with the children a little about parties. How many ever went to one? Were you invited? Did you have supper? Do you suppose any preparation was made for the supper before you went?

Once a man made a great supper and invited many people. When all was ready he sent his servants to tell those who had been invited. They did not want to go, so they sent all manner of foolish excuses. The master was very much displeased, and said: "None of these I have asked shall taste any supper." Then he told his servant to go out into the streets and lanes of the city and ask the poor people and the blind and the lame. After all these were invited there was still room for more, so the master sent the servant outside the city into the highways and hedges to invite all the people he could see, for he wanted his house to be filled.

Read from the Bible, *Luke 14:16.* Illustrate on sand board. Have model of an Eastern table or represent one with blocks. Let each child suggest something nice to put on the table. It must be supplied with good things according to the children's idea of good things, so they will have a fair conception of the sumptuousness of the feast.

A round tablet may be placed on the table as each child names a dish. Do not spend time in unnecessary or elaborate preparations. The children can imagine the dishes filled with all kinds of appetizing things. Remember how often in your own childhood you drank delicious tea out of an empty doll's cup. You simply want to rouse the child's imagination, so he will have a clear mental picture of the richness and abundance of the feast. Read verse 17. Let Sunday school men stand for master and servant. Let the servant go and return. Read verses 18 to 21. Read and illustrate the remaining verses.

Speak of the blessings Jesus has prepared for all who will come to him. Jesus calls these goods things a feast. He says it is all ready. He wants every one to come. If we love Him and try to follow Him, we are His servants. What did the man tell his servant to do? What does Jesus tell his servants to do? *Mark 16:15.* Do you know of any little children who do not attend the Sunday school? Invite them to come next Sunday. Teach the lesson song. Close with a march.

**MOTHER TALKS.**—Read *Luke 14:15-24.*

Explain unusual words and customs. Speak of kinds of food which are nourishing and good for little children to eat, and of things that are not good for them, although they may like them. Jesus wants us to have the food that makes the body grow, but he also gives us food to make the soul grow. Teach response for next Sunday.

**THIRD SUNDAY, APRIL 19.**

**The Lost Found.**—*Luke 15.*

**GOLDEN TEXT.**—There is joy in the presence of the angels of God over one sinner that repenteth.—*Luke 15:10.*

**TINY TRUTH.**—He is our shepherd.

**TINY PRAYER.**—Deliver us from evil.

**METHOD.**

**ROLL CALL.**—Response, *Ps. 23:1.*

**TINY SONG OF GREETING.**

Repeat the Lord's Prayer and the Tiny Prayer.

**TINY REPRODUCTION STORY.**

I should tell the story of the lost sheep in preference to the given lesson. It teaches the same truth and seems better adapted to the understanding and experience of the little ones. Jesus loves people who do wrong. He pitied them. He is very glad when they are sorry

for their naughty ways and try to do right. He wanted all the people to understand how he felt and so he told them a story something like this. A flock of sheep once lived in a green field; they were safe and happy for they had a kind shepherd who loved them and protected them from all harm.

One day a foolish sheep wandered away from his playmates, he kept going and going till he found he was lost on the mountain. The shepherd had many sheep, but he knew them all and was grieved to find that one was missing. He hunted until he found it, then laid it across his shoulders and went home rejoicing. He told all the neighbors the good news, and asked them to rejoice with him.

Represent the sheep pasture with bits of green, stand pictures of sheep about, or better still, get some fancy cracker sheep, stick a pin in the back of each for a brace. A Sunday school man may stand for the shepherd. Ask easy questions.

God is our shepherd. He wants us to be happy but he has told us of some things we must not do, and one is not to drink anything that will make us drunk.

Show a wineglass. Let children name different drinks it might contain. Comment briefly upon the value of each.

Talk about water. It is the drink God has provided and is the best of all. Fill glass with water, let children in turn hold it and sing or repeat:—

“ Bright, bright water, sparkling and free,  
That is the best drink for you and for me,  
That is the best drink for you and for me.”

Give each child a sewing card with goblet marked on it. Close with a march.

**MOTHER TALKS.**—Read *Luke 15.*

Explain unfamiliar words and customs. Teach response for next Sunday.

**FOURTH SUNDAY, APRIL 26.**

**The Rich Man and Lazarus.**—*Luke 16:19-31.*

**TINY TRUTH.**—We cannot serve two masters.

**TINY PRAYER.**—Help us to serve God.

**METHOD.**

**ROLL CALL.**—Response, *Golden Text.*

**TINY SONG OF GREETING.**

Repeat the Lord's Prayer and the Tiny Prayer.

**TINY REPRODUCTION STORY.**

Jesus once told his disciples a story about a rich man and a beggar; the rich man dressed in purple and fine linen

every day. He ate the very nicest food and had everything to make him happy. Another man whose name was Lazarus was very poor; he was sick too, and unable to earn his living, so he was laid at the rich man's gate, where he begged for the crumbs that fell from his table, for he was hungry. The rich man did not help him much, and Lazarus died. His troubles were all over then, for God loved him and took him to heaven. Build a house with Sunday school blocks, a purple Sunday school man may represent the rich man, a yellow one Lazarus. Illustrate in as literal a way as possible.

Reproduce the story and help the children draw the spiritual lesson by asking easy questions something as follows:—Who gave the rich man his money, health, friends, fine clothes, etc.? What use ought he to have made of them? Jesus wants us to learn from this story that all our good things are gifts from God. We must not use them selfishly, but share them with less fortunate people.

Ask each child in turn to whisper to you something that God has given him. Write the results on a piece of paper. When all have named something, read from your paper and ask each child to rise and claim his own thought. This will give opportunity for a few words of personal counsel to each child.

Sing the song selected for the week. Close with a song.

#### MOTHER TALKS.

Talk with the children about the Golden Text. Tell bedtime stories from the Bible illustrating the duty and blessedness of giving. Teach response for next Sunday, *Luke 11:22.* (Last clause.)

*Lisbon, N. H.*

### CONSTITUTION OF THE MORRISTOWN (N. J.) ASSOCIATION.

#### ARTICLE I.

The name of this Society shall be "The Morristown Free Kindergarten Association."

#### ARTICLE II.

*Object.*—The object of the Association shall be the promotion of the best educational interests of the community, physically, intellectually and morally, as developed through the Kindergarten.

#### ARTICLE III.

*Membership.*—Any person who shall contribute one dollar or more annually to the maintenance of the Association shall be a member thereof.

#### ARTICLE IV.

*Management.*—The control and management of the Association shall be entrusted to a Board of Managers consisting of sixteen women, with an Advisory Board of four men, to be elected at each annual meeting, and from which Boards shall be elected the President, three Vice-Presidents, Secretary, Treasurer and Assistant Treasurer.

#### ARTICLE V.

*Meetings.*—The annual meeting of the Association shall be held on the first Tuesday following January 1st, and a meeting of the Managers on the first Tuesday of each month. Special meetings may be called at any time by the President, or by the request of five Managers. An annual report shall be printed and generally distributed.

#### ARTICLE VI.

*Duties of Officers.*—The President shall preside at all meetings of the Association, and of the Board, and shall report at the annual meeting the condition of the school and the progress of the work.

The Secretary shall keep a record of all proceedings of the Association, shall send notices of all meetings to the Managers, and shall prepare the annual report.

The Treasurer shall receive all moneys, and disburse the same under direction of the Board, and shall render a report of receipts and disbursements at the monthly meeting, and an annual report at the annual meeting.

#### ARTICLE VII.

*Vacancies.*—All vacancies in the offices of the Association or in the Board of Managers shall be filled by the Board of Managers.

#### ARTICLE VIII.

This Constitution may be altered or amended at any annual or special meeting of the Association, upon the recommendation of the Board of Managers, by a vote of two-thirds of the members present.

Five days notice shall be previously sent to the Managers, notifying them of the object of the meeting.

#### BY-LAWS.

1. The President shall call for reports in the order named:

Report of Secretary.

Report of Treasurer.

Report of Visiting Committee.

Report of House Committee.

Report of Music Committee.

Report of Entertainment Committee.

Report of Admission Committee.

2. The Visiting Committee shall consist of two Managers, to be chosen each month. Visits shall be paid to the school twice a week, each lady taking in turn two weeks, and reporting at the monthly meeting the condition of the school and progress of the work.

3. The House Committee shall be empowered to choose a suitable location for the school, subject to the approval of the Managers, and to attend to the cleaning, heating and ventilating of the school-room, and such other duties as come under this head.

4. The Music Committee shall arrange for such music and necessary assistance as the Kindergartner shall require.

5. The Entertainment Committee will have in charge the arranging for such entertainments as are thought necessary for increasing the funds of the Association.

6. The Admission Committee shall confer with the Kindergartner on the admission of children to the school.

#### BUFFALO PRIMARY SUNDAY SCHOOL UNION.

The first kindergarten lamp was lighted in the Primary Class of Delaware Avenue Baptist Church Sunday school in October, 1890, by a kindergartner from Boston, Mass. This Boston spark started the four first free kindergartens of our city, and communicating itself to other workers, resulted in the organization of our union, in which candlestick it has burned steadily for four years. Our union was formed for progressive work, and we have used from infancy all the consecrated kindergarten tools, books, songs, etc., that were likely to increase knowledge and develop power to help ourselves and others. For four years we have designed and used *symbols* as a union, although at first few were able to apply them in class work. Now they are in general use in city and county, and this last quarter we have sent them into other States. Two years ago we introduced the sand-table, and it is rapidly working its way into the affections of teachers and superintendents as a "grand help" along geographical lines.

The blackboard used in the Delaware Avenue Sunday school kindergarten was sent from New York City, as there was no demand for them here at that time aside from public school work. Our blackboard work at the union has done much toward creating the demand, and they are now manufactured expressly for

Sunday school work at very low rates. For three years we have had the use of a large collection of Soule's unmounted photographs, selected with special reference to the International Lessons. These have also been freely circulated at our county conventions. The doors of our ten free kindergartens are ever open to the Sunday school teachers. Our kindergarten fare is only limited by our ability to digest and assimilate. Our union was represented by many of our best workers at twenty-five or more of our county conventions last year. We are urged to hold "evening meetings" with the teachers in our outlying districts, and have just formed a new standing committee to carry the pioneer work forward this winter, as many of our teachers are wage-earners. We hope it may extend our opportunity for helpfulness.—M. C. B. in *Monthly Bulletin*.

#### "THE AEOLI."

Four wild winds we blow, blow, blow,  
Around the world we merrily go  
On errands of love and joy we run;  
We're full of frolic, and full of fun;  
Then sing heigh-ho as we blow, blow, blow,  
And around we merrily go!

From North, from South, from East, from West,  
We always blow our very best;  
We blow the weather vanes around,  
We dance, we whirl, we skip, we bound;  
Then sing heigh-ho as we blow, blow, blow,  
And around we merrily go!

#### THE NORTH WIND.

I come from the land of ice and snow;  
My lungs are strong and I howl and blow;  
I rattle the windows and shake the door;  
My frosty breath makes the fire roar;  
I'm a real good friend to the girls and boys;  
I bring their winter joys.

#### THE SOUTH WIND.

From the beautiful South-land I am come,  
Where song birds fly and wild bees roam;  
My breath is as sweet as a rose in May,  
And my step as light as a winged fay;  
My song sends the birdies to dreamland, oh,  
And I rock them to and fro.

#### THE EAST WIND.

I come from the land of the morning sun;  
I wrap him in clouds and call it fun;  
I bring the rain from eastern seas  
To water the thirsty grass and trees;  
The wetter I am the greater my glee;  
I'm the wind from over the sea.

#### THE WEST WIND.

I am the West wind; I am brisk;  
The rain-clouds all away I whisk;  
Into all things I put new joys;  
I frolic with all the girl's and boys;  
I make the world feel glad and gay;  
I bring a clear, bright day.



### Methods of Mind Training.

**Concentrated Attention and Memory.**  
By Catharine Aiken. Published by Harper & Brothers, New York. 110 pages.

This book does not pretend to be a psychological treatise, but a practical consideration of a few foundation facts most essential to the cultivation of the mind and an explanation of methods that are used with wonderful results at the author's school at Stamford, Ct. Miss Aiken says it was a little child who led her to catch a glimpse of the better way she had sought so earnestly. While watching some young Japanese children perform dangerous physical feats the possibilities of concentrated attention impressed her with peculiar force. In her process of development she seeks to quicken the perceptive faculties; to form habits of accuracy in seeing and hearing; teaches to discriminate by immediate observation, similarities, differences and relations; remembering always that attention is the underlying condition for the proper development of these functions of the mind. She pleads with teachers to set apart a few minutes each day for these exercises, in order to brighten and sharpen their minds for use. Her methods are highly endorsed by prominent educators, and Charles Dudley Warner says that it seems a public service to give such methods the widest publicity.

### Little Nature Studies. Vol. I.

**A Primer and a First Reader.** From John Burroughs. Edited by Mary E. Burt. Published by Ginn & Co., Boston. Price 80 cents; 106 pages.

It is no wonder that the Little Nature Studies have been received with great enthusiasm, as the stories and talks are taken from a lover and interpreter of nature, and seek first of all to strengthen the child's love for nature, to bring him into vital contact with the woods and fields, the flowers and birds. The learning to read is incidental, yet the child cannot help learning almost unconsciously for, as the editor says: "When

the child's mind is aglow with ideas the words come as a secondary matter." In this revised edition the editor has followed the suggestions of some teachers in giving more notice to diacritical marking and having the longer and harder lessons bound in another cover for the higher grades.

### All the Year Round. Part 3. Spring.

By Frances L. Strong, St. Paul Teachers' Training school, with illustrations by Gertrude A. Stoker. Published by Ginn & Co., Boston. Price 35 cents; 99 pages.

"Spring" is the third part in a series of nature stories intended for teachers, to be used not merely as a convenient means of furnishing new reading matter for children, but to stimulate the thought, enlarge the vocabulary and open the eyes of the little ones to the wonders of the world around them. It is not the purpose of the author to offer or even suggest any rules for the use of this book, but as she states, it may be helpful and interesting for some teachers who are not familiar with nature work as developed in large cities and well organized schools, to know just "how it has been done" in the schools out of which these stories grew and in which they have been used. Indeed by way of comparison and suggestion it may be of assistance to those who have passed through the experimental stage and have wrought out a system of their own, so a method is outlined, which has been the custom of the St. Paul public schools to pursue. This is followed by a list of suggestive poems to be committed to memory, and stories to be read in connection with the reader.

The Isabel Crow Association of St. Louis will undertake to open a free kindergarten in the vicinity of Collins and O'Fallon streets, and want to raise \$400. Mrs. E. C. Cushman, 603 North Garrison avenue, is treasurer.

Miss M. E. Cotting, supervisor of the public kindergartens at Providence, R. I., wishes to have it understood that she is not the author of "Hiawatha in the Kindergarten," which appeared in the February number, but that credit should be given to Miss A. H. C. of Providence.

The kindergartners of Calais and St. Stephens, Me., have formed a club for their mutual advancement.

The enrollment of the Kalamazoo, Mich., kindergartens is seventy-five, with an average attendance of fifty-seven.

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We request prompt renewal in all cases, as we shall not continue to mail the News on expired subscriptions.

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**THE NORTH ADAMS ASSOCIATION.**

A meeting was held at Drury Academy, February 12, to consider forming a kindergarten association. There was a good number of teachers, mothers and other people interested in the kindergarten present. Superintendent Hall explained his object in calling the meeting, and after remarks by members of the school board and kindergartners present, it was decided to organize an association which should have as its object to aid in giving a better knowledge of the kindergarten and its importance in the education of children. Classes will be formed for conversation and study, and essays will be prepared on the subject in hand. It is hoped to have several public meetings in which prominent speakers may be heard, thereby stimulating the interest in the kindergarten. The officers of the association are as follows: President, Isaac Freeman Hall; vice-president, Miss Sarah F. Allen; secretary, Miss Annie Utman; treasurer, Rev. A. B. Church. Miss Wheelock and Miss Fiske of Boston will be asked to be present at meetings soon to be held, and an effort will also be made to have Hamilton W. Mabie of New York, editor of the *Outlook*, contribute a talk. Miss Moseley has a public kindergarten in the city and Miss Allen one that is private.

Kindergarten teachers who are willing to change location for a better salary or advanced positions should address Mr. Orville Brewer, Teachers' Co-operative Association, 101 Auditorium Building, Chicago. Mr. Brewer has frequently been called upon to fill such positions as Principal, or Assistant in the Public Kindergarten Schools of Milwaukee, Cincinnati, Covington, and other large cities, as well as in Private Kindergartens. He prefers teachers with large experience, but often has positions for beginners who have had a thorough preparation.

The delegation from Wilmington, Del., to the New York meeting of the I. K. U., was as follows: Sarah S. Rumford, principal of White Ribbon kindergarten; May B. Lee, of the Friends' Free; Josie S. Fogg, of the Thomas Garrett; Lida Kimball of the Friends' school kindergarten, she being also in charge of the training class connected with the school; Mary Taylor, who has a private kindergarten, Carrie A. Nutter, of the Bancroft kindergarten, and Mrs. Lee, Miss Smyth and Miss Mather.

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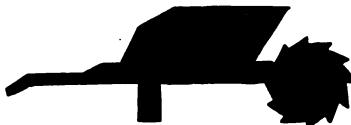
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# THE KINDERGARTEN NEWS



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No. 4

APRIL, 1896.

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VOL. 6.

SPRINGFIELD, MASS., APRIL, 1896.

No. 4

ANNA E. BRYAN.

By J. B. O.

"Then welcome each rebuff  
That turns earth's smoothness rough,  
Each sting that bids nor sit nor stand, but go."

A seven years invalidism—that is, days and weeks and months of weakness, weariness, discouragement, alternated with hope arising from effort in some new direction to secure health—does not, on the face of it, appear a good preparation for an important life work. Yet seven such years preceded Miss Bryan's kindergarten course and were not lost time. They were mostly spent in a home where there were young children in whom she was deeply interested. She studied their habits, their special traits, and thus learned much of the needs of childhood. Her love for them led her to face many problems that ordinarily only thinking mothers grapple with and she saw the need of wisdom in securing the fullest scope for their activities.

This enforced quiet also gave opportunity for reading, for questioning and investigating the deeper meanings of life; thus she gained the insight that enabled her to appreciate and apply the philosophy of Frobel, when later it came to her. This with a nature enriched by well borne suffering, and a longing for some absorbing occupation, were the living realities born of her years of comparative inaction. When restored to

fair health her eager questions were,—What am I best adapted for? Where will I be able to give most help? After much deliberation the answer seemed to be,—Try kindergartening. Application was made to the Chicago Free Kindergarten Association for admission to a class that had been in training two months. Miss Matilda Ross, the training teacher there in charge, made every effort to discourage her; it was improbable if not impossible that she could make up the work in a course that was sufficiently difficult for those not handicapped as she would be entering late and far from strong. But her intense desire for a world of action, to her own surprise, gave her courage to face any difficulties. At last Miss Ross seeing her undaunted, withdrew opposition and cordially welcomed her to the class.

After graduating from the training class she became principal of a free kindergarten in Chicago, with one hundred and thirty children. Her work soon began to be distinguished by an original quality. In 1887 she was called to Louisville, to inaugurate a work similar to that done by the Chicago Association. With hesitancy she accepted, though being a native of Kentucky, it was to return to the home of her childhood, to old friends, and to work in conditions she understood as a stranger could not. In the fall of that year she began pioneer kindergarten work in Louisville. She

had charge of a large kindergarten in the mornings, giving the afternoons to the normal training class of six young women, one of whom was Miss Patty Hill.

The normal classes, as well as kindergartens, so increased in size and number, that at the end of two years Miss Bryan gave up all work with the children, the classes and superintendence of the kindergartens requiring her whole time. Her eager devotion, her untiring efforts to found the work on a firm educational basis, her enthusiasm controlled by common sense took the heart of the community, and from its beginning she had the encouragement of seeing her undertaking a marked success. This triumph but spurred her to greater effort; she gave her summers to special study; to reading papers before the National Educational Association and other important assemblages; to meeting able educators and to widening her mental horizon. Her one holiday, when, so to speak, she took her fingers off the pulse of her work, was four months spent abroad.

In answer to repeated appeals for help, she wrote the series of papers on the application of kindergarten principles to primary work in Sunday school, that were published in the *Kindergarten Magazine*, 1888. The articles were based on her personal experiment, to which she brought ripe experience and a scientific attitude of mind. They were appreciatively received, being both practical and suggestive, and invitingly opening new avenues to teachers and children.

The beautiful kindergarten exhibit from Louisville in the educational department of the Columbian Exposition, was arranged by her own hands.

In Louisville, under her direction, there were established nine free kindergartens and ten private ones, all in charge of her graduates. At the end of seven years of almost continuous strain she felt the need of rest, and an opportunity to refresh herself by some uninterrupted study. She also felt a desire to

test the vitality of her work, believing that if it still needed her personality it was not the genuine growth it appeared. All these reasons induced her in June, 1893, to offer her resignation to the Free Kindergarten Association of Louisville. They urged her to change it to a year's leave of absence, but other calls had come to her and the duty of investigating their demands decided her in favor of the resignation. She spent the winter of 1893-94 in New York City. There she devoted herself to the study of art and its underlying principles, making a specialty of design. In addition to this she took courses of lectures in science, seeking as ever, to find truth under new forms, to get new points of view from experts in other branches of work.

In the fall of 1895 Miss Bryan became Principal of Normal Department of the Chicago Free Kindergarten Association connected with Armour Institute.

Personally she is possessed of strong magnetism and though earnest and serious she is bright and vivacious, with the added charm which comes from a keen appreciation of both the humorous and pathetic sides of life.

Professionally she is convinced that Frobel's theory of development applies as perfectly to the training of adults, as of children; that training cannot be given by lectures to the one, any more than direct teaching to the other; that in each case the steps must be from observation to discovery, thence to application. The unity of her work is its striking feature. Her ideal is to have the principals of the kindergartens, where her pupils practice, thoroughly understand her aims and her methods, and become artists in making practical application of the truth that is gradually and progressively unfolded to her classes. Thus each stage can be worked out first in the student, then objectively for her and by her in the kindergarten, where it becomes truth in action. To secure this harmonious growth in both teachers and children,

keeps Miss Bryan in the constant effort to prevent her work from becoming mere routine, to keep it fresh and creative, to develop originality in the students, to lead from the letter of Froebel to his spirit.

In accepting her present position, she saw in the work in Chicago great opportunities, and feels that its demand for her utmost effort gives her new energy. She is eager to secure in this extensive field the unity which was more simply and directly reached in Louisville. In Chicago the large classes, the many kindergartens, the magnificent distances were but a few of the difficulties that confronted her. But with an increasing appreciation of the complexity of life has grown a stronger faith that whatever is useful is worth all it costs, hence she has resolutely set herself to work out her ideals in now and almost bewildering conditions. Her most distinctive characteristic is her faith in the power of truth and her courage in applying it to life and work. Though a new revelation of truth may sweep away all her past ideas, she will grasp it without shrinking, "forgetting those things which are behind and reaching forth for those things which are before." This quality gives her the originality, which is not the result of a striving to be original, but of the fearless acceptance and application of new thoughts and ideals. She recognizes the equal power of love and truth and her work with her classes is addressed to the heart as well as to the intellect.

Her ideal as training teacher is to eliminate sentimentality in her pupils by leading them through experimental knowledge to wisdom; through wisely expressed affection to profound love that will ever revivify their wisdom, keep them fresh in spirit, alert for improvement, quick in discernment, decided in action, childlike in the receptivity of truth, strong and mature in its application to kindergarten methods.

Chicago, Ill.

#### DAVIE'S EASTER OFFERING.

By ALICE LOTHERINGTON.

Grandpa Gray was busy in the barn getting vegetables ready for market.

Grandpa was a farmer, and took apples, potatoes, onions and many more nice things that grew on his big farm to the city, so that big people, and little people too, could have nice things to eat.

As grandpa was working away, he looked up and saw his granddaughter a wee lassie of six.

"Hollo, Dot," cried Grandpa: "Don't you want to help me?"

Dot thought that would be fine fun, so she hurried into the barn and was soon very busy.

But little girls get tired, you know, and soon Dot had to rest. So she sat down on a basket, and watched grandpa.

It did not take Dot long to rest and she was soon at work again.

The little girl saw some onions. "I'll put them in with the potatoes," she said, "It won't hurt."

"Dot, Dot," cried grandpa, "what ever are you doing with my hyacinth bulbs?"

"I'm helping" she answered, "I'm putting onions into the barrel."

"Those are my flower bulbs, girlie," said grandpa, so you'll have to take them out again. "Come I'll help."

But with all grandpa's and Dot's care one tiny bulb, managed to get hid under a big potato, and taken to town. \* \* \*

Henry Watson was busy in the store one morning, packing his basket, when Mr. White called him.

Mr. White owned the grocery store where Henry was errand boy.

"Henry, look," said Mr. White, holding up Dot's onion. "Here is a hyacinth bulb among the potatoes. You like flowers, here take it."

"I'll give it to Davie," said Henry. "Davie loves flowers."

That night as soon as supper was over Henry put the bulb in his pocket, put on his hat and went to see Davie.

Davie was a little boy who lived with Aunt Hannah in a big tenement house

on Cherry street. Davie and Henry were great friends.

"Guess what I have in my pocket?" said Henry.

"Candy," guessed Davie.

"Wrong," said the boy. "Try again."

"Cake," said Davie.

"Cold," was the answer.

Henry meant by "Cold" that Davie was very, very wrong. "Try again."

"Apple," guessed Davie.

"Warm," said Henry.

"I'll give up," said the little boy.

Henry drew the bulb from his pocket.

"Why Henry," exclaimed Davie, "it's only an onion."

"That's all you know," said Henry.

"It's a hyacinth bulb, and it's for you."

"Ask Aunt Hannah if she has a bottle to put it in."

Auntie soon found the bottle, which Henry filled with water.

He then put the bulb in it, and placed the bottle on a shelf near the window.

Every morning Davie looked at his hyacinth. Soon little, green shoots began to peep forth, which grew larger and larger.

One day Davie spied a tiny stalk among the leaves. He called Aunt Hannah, who said it was a bud. Of course Henry had to be told.

Day by day the bud grew, until it was just ready to bloom, when who should come along but Jack Frost. Naughty Jack just squeezed the blossom a wee bit and spoiled it.

Davie felt very sorry, but then he said "it could not be helped."

One day what should Davie see but another little stalk coming up among the green leaves. You may be sure Davie looked out for Jack Frost this time.

Davie had been going to a Sunday kindergarten for a number of weeks. Miss Ruth told them such lovely stories and taught them such pretty hymns, that Davie was always wishing it was Sunday.

I wish you could have heard Davie sing "The Morning Bright." Aunt Hannah said it was just lovely.

Miss Ruth had been telling the little ones about Easter, and the beautiful flowers that people put in the churches on that day as Easter offerings.

Easter came on the fifth of April that year, and as soon as Davie heard about the flowers, he thought how nice it would be if his hyacinth would only bloom for Easter.

Sure enough the little flowers grew and grew, till the Saturday before Easter they opened their little bells, and Davie had a beautiful white hyacinth in full bloom.

Miss Ruth was busy fixing the flowers which kind friends had sent her for her class.

"That looks very well," she said, as she stopped to look at her work. "I wish I had one more flower to fill this bare spot."

Just then she heard a footstep, and Davie with something hugged to his breast pushed open the door. "My Easter offering," said the child, putting down his precious flower, "my very own."

"O," cried Miss Ruth, "what a beauty! Where did you get it?"

Then while Miss Ruth put the plant in the bare spot, which it just filled, Davie told her about the flower.

By that time his little classmates came trooping in. They were all delighted with the flowers, but they all thought Davie's was the prettiest.

Davie had to tell them how he raised it from a bulb that Henry had given him.

It was a wonderful thing to the children, and I doubt if you could have found a happier little group anywhere than that Easter Sunday afternoon, than the one made by Miss Ruth's class, and it all happened because Dot helped grandpa to get ready for market.

*Brooklyn, N. Y.*

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Our New York office is managed by Henry M. Crist. His present location is Room 3, Clinton Hall, Astor Place. After May 1, it will be No. 11 East 14th street.

## PUSSY WILLOW.

By M. H. H.

By the side of a country road ran a little brook; it bubbled along over the pebbles and sometimes under a bridge until it came to a pond on the edge of a wood.

Here, on the edge of this pond, lived Mrs. Willow and all her children. All the summer and fall she had been busy making little brown houses to keep her children warm during the winter, for she did not mean they should be cold.

All winter they had slept in their warm brown houses while the little brook and the pond had been held fast by Jack Frost, but one morning little Pussy Willow thought she heard the brook singing again, and she said, "I really believe spring has come, I am going to see; it surely cannot hurt me to put my head out a little way if I have on my warm furry hood." So she pushed the door of her house open just a little way and peeped her head out in her furry hood and, sure enough, the little brook was singing to itself as it hurried on to the pond, and she saw a few buds on the trees that had begun to stretch, but they had not yet come out of their winter houses; she also heard a robin singing on a tree by the side of the road, which made her happy. When the brook caught sight of Pussy Willow peeping out of her brown house he called to her, "Good morning, Pussy Willow, I am so glad to see you, won't you come out and show the other buds and the flowers that it is time for them to wake up? Call your sisters, and all come out in your furry hoods, you will not be cold with them on. Hear that robin over there; he is telling them it is spring, and I am trying to; won't you come and help us?"

So Pussy Willow opened wide the door of her brown house and came out calling to all her sisters to come out too and show the flowers that it was time to wake up and help to welcome the birds who were coming back from the south.

So Pussy Willow's sisters came out,

one after another, and the great sun smiled upon them and on the brook, and the robin sang to them to tell them how glad he was to see them once more.

By and by other robins and blue birds, orioles and thrushes came from the warm south and all were so glad to see Pussy Willow and her sisters with their furry hoods and cheery faces, for then they knew that spring had come.

Pussy Willow sat there in the sunshine for some time and then she began to wonder what the rest of the world was like, and as the little brook was a good friend she decided to ask him.

When he came hurrying along singing his merry song she called out to him, "O brook, won't you tell me something about the great world you see as you travel along? I have heard you tell so many times about the birds and the flowers making the people in the world happy, I wish I, too, could make some one happy."

Then the brook laughed as he said, "Why you dear little Pussy Willow, you are the very person to make people happy, for you come out so early and tell us that spring is coming. Only yesterday a little boy that I know said that his teacher had told him how much she loved the Pussy Willows and that he was going to get the very first ones he could find to take to her. If you would like to have me I will tell him to come here and get you."

"O I wish you would!" said Pussy Willow. All day she was happy thinking about it, and sure enough, the next morning came the little boy. As he caught sight of Pussy Willow and her sisters he said, "O here are some lovely Pussies!" and he gathered them all and took them away with him.

And so Pussy Willow went away to make some one else happy. When she was taken to the little boy's teacher they were both happy and the teacher thought of a pretty song about Pussy Willow which she taught the children to sing.

Stamford, Ct.

## THE LITTLE ROBIN.

By MAUDE M. E. MITCHELL.

In the spring a little robin went a courting.  
 "Ah," said he,  
 "Mistress Robin I admire you, will you come and live with me?"  
 "Yes," said birdie, "I am willing," so they quickly built a nest,  
 And right pleased was Mister Robin, pride puffed up his little breast.  
 Pretty soon the nest was crowded, three white speckled eggs were there.  
 These they each took turns in watching, they were such a loving pair.  
 "Well," my dears, "will you believe it, when they looked one summer day,  
 There they found three little robins, chirping in the cutest way."  
 Filled with joy was Mister Robin, "Dear, oh dear, oh dearie me,  
 I must sing a song for gladness, I'm so happy, tweet, tweet, tweet!"  
 Baltimore, Md.

## MAPLE SYRUP AND SUGAR.

By JULIA PEPPER.

As the warm days approach when Jack Frost will soon leave us to devote more time to his friends farther North, we think of the farmers who have been busy in their maple orchards.

Let us take a glance into one of the kindergartens, where for a few days they are enjoying the life the farmer leads while he makes the delicious maple syrup and sugar.

We find the kindergartner in her morning talks telling the children about the little seed from which the big tree grew; how when put in the earth it sent down tiny roots into the ground and pushed up through the ground a tiny stem, and so became a little tree. Then how it grew green in the warm sunshine, how it drank through the tiny mouths at the ends of the roots the moisture which it found in the ground and which with the warm sunshine and the fresh air helped it to grow into the great tree.

To illustrate how the tree gathers the moisture from the ground a piece of loaf sugar is placed in a shallow dish containing a little water which is colored slightly with a few drops of ink. Immediately the water rises in the sugar and soon reaches the top; so the moisture

from the ground soaks through the roots of the tree to the stem or trunk into the limbs, and from the limbs into the branches, twigs and stems and into every leaf. This liquid as it passes up through the tree is known as crude sap, as it flows back through the tree again it is called elaborated sap, which the farmer gathers in his buckets.

The children having learned about the sap are anxious to know how it is made into the syrup and sugar, and so are told how the farmer bores the holes into the trunks of the trees deep enough to reach the sap, and how the spiles through which the sap runs into the buckets or pails are fitted into the holes. The buckets having been hung on the spiles are left there for several hours. When they are filled with the sap the farmer with his horse and sled goes from tree to tree to gather the contents of the buckets into the barrels which are on the sled. The barrels are then taken to the sap house, and the sap is poured into great pans and placed over the fire; it boils and bubbles away, being skimmed often by the farmer and watched carefully until most of the water passes off in steam, and that which is left is thick like syrup. Some of this is put in tin cans, and some is boiled still longer, until it is so thick that when it cools it will turn to sugar. This is poured into pans of different shapes and left to harden. It is then packed into boxes with the cans of syrup and taken to town to be sent on the cars to the many, many stores throughout the country.

After the talks about the seeds and trees the children represented them at their tables by using for the former the lentils and smallest quarter rings, for the latter sticks of the different lengths. The drawings of both on the board showed clearly the impressions made on the little ones of the characteristics of the maple seeds and trees.

The maple orchard was represented in the sand garden by twigs brought and placed there by the children, and in the

midst of the orchard was the sap house made with the fifth gift. The house was reproduced at the tables by pasting, using the square, half square and oblong parquetry papers.

Several weeks before it is time to tap the trees the farmer is busy making the spiles, ordering from the cooper barrels and buckets, and from the tinsmith pails and pans, which are used for boiling and cooling the sap. So the children made the barrels with the fourth gift, afterwards making them of clay and using the smallest rings for the hoops. The pails were represented by sticks and rings laid on the tables. That there might be real pails to hang on the trees the little ones were given oblong pieces of tinfoil and cylinder beads, and by molding the tinfoil over the beads and using thread for the bails perfect little pails were produced, to the great delight of the children.

With the fourth gift were made the pans, the one for boiling being reproduced by folding an oblong paper, size  $4 \times 8$ , in the brick form. Those used for cooking were made by papers  $2 \times 4$ .

With the tablets (square, equilateral triangles and obtuse-angled triangles) was laid the spoon used so often by the farmer in removing the scum from the boiling sap. This was reproduced by folding an oblong paper, size  $2 \times 4$ , the formula for the shovel being used.

The little farmers after having in readiness everything necessary for the making of the syrup and sugar went to the orchard and there tapped the trees by boring holes large enough for the two-inch sticks to fit in, as they were used for the spiles. The pails were then hung on the spiles and left there until the next day; the following morning the kindergartner realized how vivid was the imagination of the little people when such exclamations as these were heard: "Oh! my pail is so full I shall spill it!" "Mine isn't full yet!" "Mine will run over pretty quick!"

Much delight was expressed by the

children when they were allowed to take the pails from the trees and pour the contents into the barrels on the sled which the faithful old horse was drawing from tree to tree. Billy, the old horse was much loved by all the little ones, having done good work in the logging camp, a previous lesson. He was brought to the kindergarten by one of the boys having before that lived among the other animals in "an ark." The sled was developed from the fourth gift. The sap having been poured into the pans from the barrels much joy was manifested by the little ones as they busily skimmed the scum from the boiling sap, pouring it when done into the smaller pans to cool, some being boiled longer to make sugar. This when it reached the point where it would "sugar" was turned into the pans and put away to harden.

The following sequence with the fourth gift was worked out: House where the farmer lived, the orchard, trees with spiles driven in ready for the pails, sap house, barrels, pails, pans and spoons, and wagon used for carrying the cans of syrup to the station, and train for taking them on their journey throughout the country. After completing the sequence the children built again, each child keeping a form in turn that the whole story might be illustrated. At this time the little people were given some of the delicious sugar, and while enjoying it felt very grateful to the North American Indians who first discovered the virtues of the sugar maple, calling the sap "Sweet Water."

As Billy must be well shod before doing duty in the orchard, and the cooper must fill his orders for the barrels, etc., the games "The Blacksmith" and "The Cooper" were called for often as was "The Railway," the children realizing the necessity of the train in supplying the many stores with the pure maple syrup and sugar, which is anxiously looked for by many little boys and girls every spring.

*Providence, R. I.*

## Mother's Corner.

### MOTHERS' MEETINGS.

BY KATE F. BANNING.

The mothers' meetings held in the Silver street kindergartens at San Francisco, during the past year have proved a continuation of the helpful and uplifting work carried on in the same direction during previous years.

As a kindergarten's age increases the circumference of its influence widens and gathers within its bounds a greater proportion of child-life and motherhood. Where formerly a chasm yawned between home and school, the deep is now bridged and in the sunny kindergarten mother and child and teacher meet in happy environment.

Here is a mother whose rounds of ceaseless toil and weary days have combined to dull the aspirations of earlier years; whose eyes averted from the stars and downcast to earth, see but little of the kindly assistance which life harmonies might afford her.

There is one whom a special invitation has beguiled from household tasks, left perforce until the morrow, who gives to those about her an apologetic explanation of the desertion of weekly tubs and soaking clothes for the fascinations of a kindergarten afternoon. "Sure the bye 'nd give me no rest till I come," and her beaming face bespeaks a whole souled resignation to the postponed joys of "duds and hot suds."

In the foremost rank is the bright, little woman who mothers her flock of four with devoted care. The home life is spent in three rooms of an old mansion, whose days of grace have departed; but no surroundings are so untoward that they can dampen the ardor of her hope and love for the little ones. She seizes this opportunity to become acquainted with "the lady from upstairs," whose home has long been under the same tenement roof tree as her own, but toward whom the lack of time has pre-

vented any exercises of social amenities. Over the teacups many a bond of good-fellowship and neighborliness is cemented for all time, as a permanent result of such pleasant companionship.

All these mothers and many more watch their children at play, and gaze admiringly upon their deft manipulation of dainty materials, the construction of architectural marvels and the production of graceful forms.

From month to month these mothers have gathered around the kindergartners who assumed charge of different meetings and have participated in talks upon various topics. An address upon "The Mothers of Great Men" opened the possibilities of future ascension from the ranks of the lowly; talks on the "Kindergarten Games and Their Purpose;" and "The True Discipline" followed, and the series closed for the year by a paper upon "Truth vs. Falsehood."

"And others fell upon good ground; they brought forth fruit, some a hundred-fold, some sixty-fold, and some thirty-fold."

*San Francisco, Cal.*

### A KINDERGARTEN FOR MOTHERS.

A few young mothers, living in a country town, wished that they themselves knew more of kindergarten theories, and finally an energetic, public-spirited mother of five said: "We must do something." As the result of her enthusiasm, a beautiful thing has been brought about. A woman who is the mother herself of several lovely children, who has studied and taught and, above all, used in her own home for years the teachings of the great philosopher Froebel, has been persuaded to come to our town once a week and talk to us for an hour or so and allow us to talk with her about this interesting subject. From the half-dozen young mothers the class grew to fifty or more. There are teachers in the primary schools and even the superintendent himself, the minister and his wife, women who are mothers only at heart, two grandmas and a young man who is studying for the ministry.

Our mother helper talked to us a few moments on the philosophy, life and teachings of Froebel. His theory is

merely that the child should be permitted and encouraged to develop in its own natural way, and this simple principle should be applied to the treatment of the earliest child life. The child, like the bird and the flower, has a great deal of inherent energy, which, if it is not interfered with, either by being foolishly denied or foolishly humored, will of itself go a long way in his development. A baby, as soon as he notices anything, begins to notice the likenesses and differences of form, color, distance in the objects about him. Here is the opportunity of the mother, who has only to direct and assist this instinct of comparison and association in order to lead the child to its best development. The instinct toward activity also is a natural one and should develop itself in a natural way. Here are some of the questions which arose at this preliminary lecture:

*Mother of Five:* "Do you think it wise to allow a baby to tear up printed paper? Does it teach the child to be destructive of books and other objects?"

*The Mother Helper:* "O, no! Froebel and his followers say that what pleases all children must have something good in it. I should, however, try to teach my child to do something with the pieces—to collect them in a heap, put them in a box or, if old enough to understand, carry them to the kitchen to be used for building a fire. As early as possible I should teach the child to remove all traces of disorder as soon as he had finished playing with the paper. And I should be very particular to give the paper to the child myself, saying, 'Baby may tear this,' and always have it understood that he must ask me what may be torn. I think it helps teach the child to be careful with books, for he soon learns to make a distinction."

Some of the mothers looked relieved and some skeptical after the foregoing remarks. The next speaker was

*An Anxious, Nervous Mother:* "I have a boy of two years. He will take his father's books out of the bookcase in spite of punishments and offers of reward. What shall I do?"

*The Mother Helper:* "The child loves, probably, the feeling of power, when his strong little arms pull down the books, more than he fears punishment or desires reward. Satisfy his feeling for power in some other way. Bring into your house—it may seem a great deal of work to you, but it saves work in the end—some rather heavy pieces of boards, ends of beams and anything of which you could

collect a basketful where a new house is being built. Put these in corner and let them do their work. Probably, if the child has something on which to use his activities, the books will not so attract him. Try it, anyway, and strive to be consistent always. If a certain punishment or, I prefer to call it, consequence follows disobedience once have it follow every time. Offered rewards seldom are of use. It is a poor motive."

*The Mother of Five:* "But I began when my babies were very little and snapped their fingers, and have never had any more trouble about the books. Is that wrong?"

*The Mother Helper:* "If nothing but a sense punishment will secure obedience perhaps it was not."

*The Minister:* "So Froebel did believe in Solomon's old rule!"

*The Mother Helper:* "No, unless nothing else would do, and that is very rare."

*The Superintendent of Schools:* "Some of us teachers love our children from principle, some of us because we can't help it. Can we all learn to have real love for them?"

*The Mother Helper:* "O, yes," and her face glowed with enthusiasm; "it is quite easy. If one will only sympathize all the time it will surely be so."

*A Conscientious Little Teacher:* "But what shall one do in this case? I have two pupils. One does well, always, with almost no effort. The other tries, but does everything very poorly. This one thinks that I love the first one more than I do him because I commend him more often. What can I say when he eagerly asks me—showing, perhaps, a piece of work poorly done—'Is it good, teacher, is it good?'"

*The Mother Helper:* "Poor little fellow! Say to him, 'Yes, dear, it is good, for you tried. And I'll help you, and next time it will be even better.' As to the first one, I should be careful not to allow any one to think his work is perfect. Sympathize always with the child in the good result, but show that there is something better to be done still. And let the boy know that we ourselves never think our own work quite perfect and that we are always trying to do better. And, O, let us live our words."

And there were thoughtful mothers in our little town that night.—*Congregationalist.*

Miss Young is kindergartner at the first free kindergarten carried on in the Mission building, Trenton, N. J.

## A LABOR OF LOVE.

BY RACHEL GEDDES SMITH.

The raindrop fairies of cloudland  
Came down to the earth in showers,  
They washed and brightened the dusty leaves  
And gave a cool drink to the flowers.

Some sank from sight in the dark, wet earth,  
But oh! such a wondrous thing,  
They found their way out to the light again  
In a merry, bubbling spring.

Some found a place in the meadow brook,  
Where the birds flew down to drink,  
And the daisy buds and buttercups  
Leaned over the grassy brink.

And when they had finished their labors  
And the sun rose up on high,  
The sunbeam chariots drew them back  
To their cloud home in the sky.  
Orange, N. J.

## EDUCATIONAL PRESS ASSOCIATION OF AMERICA.

## CHARTER MEMBERS.

The following papers were admitted at Denver, July, 1895:

American Teacher, Boston, Mass.  
American School Board Journal, Milwaukee, Wis.  
Colorado School Journal, Denver, Colo.  
Educational Review, New York, N. Y.  
Education, Boston, Mass.  
Iowa Normal Monthly, Dubuque, Iowa.  
Michigan Moderator, Lansing, Mich.  
New England Journal of Education, Boston, Mass.  
Northwestern Journal of Education, Lincoln, Neb.  
Ohio Educational Monthly, Columbus, Ohio.  
Primary Education, Boston, Mass.  
Popular Educator, Boston, Mass.  
Public School Journal, Bloomington, Ill.  
Pennsylvania School Journal, Lancaster, Pa.  
Primary School, New York, N. Y.  
School Review, Hamilton, N. Y.  
School Bulletin, Syracuse, N. Y.  
School Education, Minneapolis, Minn.  
The School Journal, New York, N. Y.  
Teachers' Institute, New York, N. Y.  
Texas School Journal, Austin, Texas.  
Western School Journal, Topeka, Kas.

## ADMITTED AT JACKSONVILLE.

American Journal of Education, St. Louis, Mo.  
Educational News, Newark, Del.  
Iowa Schools, Des Moines, Ia.  
Interstate Review, Danville, Ill.  
Journal of Pedagogy, Binghamton, N. Y.  
Kindergarten News, Springfield, Mass.  
Pacific Educational Journal, San Francisco, Cal.  
Teachers' World, New York, N. Y.

Western Teacher, Milwaukee, Wis.  
Wisconsin Journal of Education, Madison, Wis.

## CONSTITUTION.

## ARTICLE I.

The publishers whose signatures are hereto attached form the Educational Press Association of America, organized to promote the welfare of its members and the interests of public education.

## ARTICLE II.

The officers of this association shall be a president, a secretary and a treasurer, who shall be elected annually, during the meeting of the National Educational Association, at such time and place as the executive committee shall direct. They shall hold their offices until their successors are elected and qualified.

## ARTICLE III.

The president, secretary and treasurer, together with two members elected by the association, shall constitute an executive committee to act, for the association, upon applications for membership and upon all other matters for the promotion of the purposes of the association, as the by-laws may further prescribe.

## ARTICLE IV.

Only those periodicals shall be admitted to membership that are published for the promotion of public education.

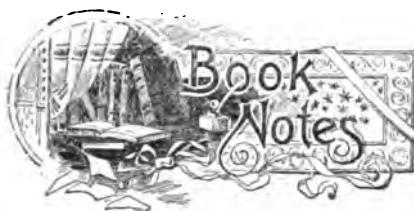
## BY-LAWS.

No. 1.—Only those papers shall be admitted to membership that have been in existence three years and that receive a four-fifths vote of the members present at any regular meeting, after they have been recommended by the executive committee.

No. 2.—The membership fee shall be \$5.

The officers are: President, A. E. Winship, Boston; secretary, William G. Smith, Minneapolis; treasurer, George P. Brown, Bloomington, Ill. In accordance with the constitution, Mr. John MacDonald, of the Western School Journal, Topeka, Kansas, and Mr. N. C. Schaeffer of the Pennsylvania School Journal, Lancaster, Penn., were elected as members of the executive committee, at Jacksonville, and it was decided that the officers of the preliminary organization shall remain officers of the association until the time of the Buffalo meeting in July, 1896.

Miss M. E. Clarke will open a kindergarten in Franklin, Mass.



### Paradise of Childhood.

Quarter Century Edition. A Practical Guide to Kindergartners. By Edward Wiebe. Edited by Milton Bradley. Including a Life of Friedrich Froebel, by Henry W. Blake, and profusely illustrated. Published by Milton Bradley Company, Springfield, Mass. Price, cloth and gilt, \$2; 274 pages.

This is a book which will naturally interest nearly all kindergarten teachers and students, irrespective of their belief or disapproval of "kindergarten guides." The old "Paradise" has been so long before the public and so many thousand copies have been scattered abroad over the world that there will naturally be some curiosity to see how the new edition looks. That it has many attractive features none can deny. Being clearly printed on good paper, two columns to the page, the fifteen hundred figures illustrating the use of the gifts and occupations have been made an integral part of the text, instead of being grouped together at the end of the book, as in former editions. The six full-page illustrations, the "Jubilee" portrait of Froebel, a picture of Frau Froebel, scenes at Oberweisbach, the Marienthal castle, the monument near Marienthal and the tombstone at Schweina, all help to make the book appear to be a narrative which one would naturally want to read for its own sake rather than a dry text that must be studied for the good of the "cause." In writing the life of Froebel an attempt has been made to classify the story according to the periods into which his career naturally divides itself and to add a brief review of the progress of the kindergarten movement in Europe and America since Froebel's death. Mr. Bradley's preface to the book as a whole is an interesting historical contribution to current kindergarten literature, and many teachers will approve of the methods that have been taken to preserve the original text of Prof. Wiebe, in spite of its imperfections. The notes which have been appended to the different gifts and occupations have been written with great care and are especially intended for the

benefit of young kindergartners. Those pertaining to the seventh gift, which explain the advantage of using a scalene-triangle that is half of the equilateral instead of half of the oblong of two squares, those on drawing, on cardboard sewing and elementary color teaching, and on clay modeling and playing the games are all worthy of special attention.

### Grimm's Fairy Tales. Part II.

Edited by Sara E. Wiltse. Illustrated by Caroline S. King. Published by Ginn & Co., Boston. Price, 35 cents; 284 pages.

Parents and teachers, as well as children, will be delighted with the version of these old fairy tales, from which objectionable features have been eliminated. The moral sense is appealed to in many of the stories, "The Wood-cutter's Child" being a good example; while love for animals is strengthened in "The Three Languages." Some of the stories, as "The Fox and the Cat" and "The Wolf and the Man," remind one of the humorous shrewdness of Aesop's fables. The type is large and clear enough to please Prof. Scripture, which is a great recommendation in these days of fine print.

### Health in the Home.

By E. Marguerite Lindley. Published by the Author, Murray Hill Hotel, New York; 414 pages, over 100 illustrations. Sold only by subscription.

This work is designed to meet the great need of physical education in the home. The Swedish gymnastic exercises have been adapted by the author to the use of American women and children, and are clearly explained and illustrated so that they can be practiced in the home without an instructor. These exercises are carefully graded and special directions are given for passive treatment for delicate children. The author urges the necessity of knowledge of the body and the function of each organ that the purpose of each exercise may be understood; so she gives several chapters to the consideration of the structure and uses of the different organs. She shows the need of harmony and co-labor of these organs and the possibilities of preserving their functions and of restoring them if unfavorable influences have caused discord. The chapter on "Early Life and Training of Children" gives valuable suggestions in regard to baby's bathing, clothing and diet; the one "Concerning the Spine" gives tests that the mother can easily apply for detecting spinal devia-

tion. The one on "Bicycling," has preparatory exercises for that popular amusement. Directions are given for massage treatment and the regulation of the flesh. Ideal dress and care of the complexion and hair are also considered. The chapters on "Emergency Work" and "Home Nursing" are especially helpful and useful for reference. The book is of great value to mothers and teachers both in the rearing of children and to their own advantage in self preservation.

Dr. Stanley Hall has issued a Syllabus for Kindergartners, containing points collected by Miss Anna E. Bryan and Mrs. Alice H. Putnam of Chicago, from leading kindergartners. It is divided into these departments: Hygiene, Gifts and Occupations, Other Games and Plays, Music, Stories, Miscellaneous, Special Points. The questions contained in this syllabus constitute an inquiry concerning the kindergarten by those who know most of it. Dr. W. H. Burnham of Clark University, has contributed most of the points on kindergarten hygiene, a subject on which almost no literature yet exists, and Dr. Hall has edited the points suggested which amount to nearly fourscore, and added a few of his own. The line of inquiry embraces almost everything which can possibly interest a kindergartner, and those who have the syllabus are requested to make returns to Miss Bryan, Armour Institute, Chicago, Dr. Hall or Miss Lucy Wheelock, Hotel Oxford, Boston.

*The School Journal* of New York makes a new move that will commend itself to the educators of the United States in publishing two Illustrated Magazine Numbers a month from 36 to 44 pages each. The first number of the month is devoted to the interests of school boards and superintendents. The third week is to be a "Method" Number. *The Journal* was established in 1870, and is published weekly at \$2.50 a year.

We have received the ninth annual report of the Kindergarten for the Blind at Jamaica Plain, a document of 152 pages. It contains a picture of the main building as it will appear when completed according to the original plan, a fine portrait of Willie Robin as she appears in a recent photograph, and a picture of Willie and two of her playmates sitting in the open air on a summer day and

talking together, with their fingers. Tommy Stringer is given a full-page picture showing him in the act of reading from a large book, with an autograph letter from him to Mr. Anagnos and two smaller pictures showing how Tommy looked the day that he entered the kindergarten and how he looks now. There is still another pathetic picture in this book, that of Horner B. Wardwell, a boy of five years who is nearly blind and totally deaf, who has a special teacher. The report is full of interesting details regarding the institution and the children who are in it and all friends of the blind kindergarten who have not received a copy ought to possess themselves of one. The needs of this institution are greater this year than ever before, because of the large number of children which seek its fostering care.

We have also received from Dr. Irwin Shepard, secretary of the National Educational Association the report of the annual meeting at Denver last summer, a book of eleven hundred pages. There has been some criticism from the press because the volume is so bulky, but it is certainly a mine of educational wealth to be prized by anybody who has an interest in any department of the educational field. Ample space is given to the kindergartners and space is found for the address of Mr. Hughes, "Comparison of the Educational Theories of Frobel and Herbart." The report has a list of all the life and active members of the association.

The rhyme of "The Happy Year" by Miss Rebecca J. Weston was originally written for her own class of children. It was received with such pleasure by them that its publication for wider use seemed desirable, and it was decided to publish the verses in connection with designs for painting. L. J. Bridgman has succeeded in carrying out the spirit of the words in his colored pictures, keeping them so simple in form and color that they make practicable and enticing models for the child. Set No. 1 contains twelve cards, 7 x 10, lithographed on heavy board in eight colors. These are to serve as models. Set No. 2 contains twelve cards, 7½ x 10, printed in one color on fine drawing paper. These are outline drawings of the same picture as are on the models and are intended to be painted in by the child, copying the colors from the models. Both sets are published by Milton Bradley Co., the one for fifty cents and the other for fifteen.

## Kindergarten News

A Monthly Magazine Devoted to the Kindergarten Cause.

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HENRY W. BLAKE, EDITOR.

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### FRÖBEL'S BIRTHDAY HYMN.

BY MARGARET C. BROWN.

Sing, birds, to-day from every leafy bower;  
Let Nature's voices ring from hills and dells;  
Wake, Earth, and greet the glorious new-born  
light;

"The hope of nations in the children dwells."

Blow, winds, and waft the truth from pole to  
pole;

Sing, mothers, fathers; loud the chorus swells;  
The homes of earth arise to greet the strain;  
"The hope of nations in the children dwells."

Shine, sun, and let your truth-revealing rays  
Illumine hearts with old traditions dim;  
Sing, waters, sing of days fast coming on  
When the whole world shall chant the Fröbe

Hymn.

Buffalo, N. Y.

### EDITORIAL COMMENT.

REFERENCE to the department of Current Opinion in the present number of this magazine will give the reader a much better idea of what was said at Jacksonville about the kindergarten than could be gained from the brief report which was all that we could find a place for in March. Such men as Mr. Guilliams are always an interesting study in this educational age of the world. Until recently the opposition to the kindergarten has usually been voiced by men who have made but little pretension to a knowledge of the best educational methods—successful business men on school boards and in city councils whose services there were valued because of their thorough acquaintance with the practical affairs of life. But as the years

pass by, for reasons that are quite patent, we find less and less of this element arrayed against the kindergarten. At Winona, Minn., for instance, where a move has been made within a few weeks to eliminate the kindergarten from the public school system, the papers have taken pains to interview all the prominent people in town, men and women, on that question, and in almost every case the verdict has sided with Fröbel. The leaders of the opposition on the platform and in the newspapers are certain members of the salaried educational class, men like Prof. Adams of the Worcester state normal school, who lately opposed public kindergartens and manual training schools in his own city, and Mr. Guilliams of Florida.

THESE men, to use language which gains its significance from the Civil war, have taken a big contract. The flag of the American republic is floating to-day over a kindergarten in the White House and thousands of others scattered all over the land. If the kindergarten is a fad and the downfall of the nation is to be reckoned according to the rapidity with which it spreads, then indeed we are rushing headlong to destruction and the few who unfurl the red flag of danger are worthy of all praise.

WE are told that the Jacksonville audience laughed frequently while Mr. Guilliams was painting his word picture of the kindergartner of the period, "uncouth in dress and awkward in action," representing humanity "abominably." This laughter was, without doubt, sweet music in the ears of the speaker, but it is always better to count the cost before being funny. Possibly the representatives whom he saw of the great army of kindergartners may not have been the best, but any attempt to convey the impression that such epithets as he used may properly be applied to the rank and file of that army, must everywhere meet with similar protests to that which it provoked at Jacksonville.

OUR congratulations to Mr. Hughes, who proved himself the man for the hour. It was peculiarly fitting that he should speak in defense of the kindergartners while they were under fire. The fact that he, a Canadian, married one of the most attractive American kindergartners, a good many years ago, and that he has never ceased in his public addresses to tell the world what a fine bargain he secured in the transaction, and to advise the young men of to day to go and do likewise, rendered him the proper person to become the champion of the kindergarten guild. This time his gun was loaded with something besides honeyed words or glittering generalities and he fired it with precision.

ONCE upon a time, some years since, as Miss Harrison was riding in a Chicago street car she overheard one woman say to another: "I don't have to keep but one nurse girl now; I have found a nice person down on—street, who takes Willie for three hours every morning and amuses him." In that remark Miss Harrison recognized herself and her occupation of kindergartner as they were impressed on the mind of the mother. She was the "nice person" who had accepted an engagement to amuse Willie for a stated and stipulated time. Mr. Guilliams and that mother could meet on common ground in some particulars. He would probably admit with her that Miss Harrison had been hired to "amuse" Willie for three hours a day. But probably he would not consider Miss Harrison the nice person that the mother did, and while she regarded the whole arrangement in the light of a blessing he would see in it a new evidence of the approaching doom of the republic. Not forgetting what he says about Roman slaves, we are inclined to think that Mr. Guilliams would have preferred to have the other nurse girl retained, if necessary, rather than have Willie sent to kindergarten.

THE reason why the plain people of the country are less opposed to the kindergarten now than formerly is because so many of them are beginning to understand what the kindergarten brings into the home—into their homes. To our mind the proper test of the kindergarten is, not what can it do for abnormal children like Willie Robin or Tom Stringer, or the children of the worst slums or of those people who are most aristocratically rich, but rather what can it do for the average American child who comes from the average American home.

IT was the writer's privilege to present before the kindergarten department of the National Education Association at Denver last summer, certain suggestions of what the kindergarten brings into the home, and he ventures to repeat the heads of that brief discourse, or "little kindergarten sermon," hoping that they will not be out of place in the present argument. It was maintained that the kindergarten brings into the home: (1) The Trained Hand. (2) The Watchful Eye. (3) The Invigorated Body. (4) The Quickened Intellect. (5) The Cultivated Heart. (6) The Love of Music. (7) The Love of Nature. (8) The Love of Country. (9) The Love of God. Each claim was explained and emphasized. Under the last head, for example, it was urged that although the kindergarten is not a Sunday School nor a society for ethical culture it can and does in many cases develop the religious nature of the little child and lead him to express his reverence and love for the Father in Heaven. Of course we do not expect to prove all or any of these propositions within the limits of these editorial columns. Neither do we expect in any way to convince men like the Jacksonville orator that they are true. But we believe in them as a kindergarten creed. Suppose that they are true and we reverse the order. What a magnificent platform we have in them for future citizenship! The love of God, of country, of nature

and music; the cultivated heart, quickened intellect, invigorated body, watchful eye and trained hand!

IT never has been and never will be the province of this magazine to render wholesale praise, without discrimination, to kindergarten methods and people. We rather seek to point out any defects that may be apparent "for the good of the order." Suppose we enter almost any kindergarten of a morning after the games are well under way. There are several kindergartners on the floor, some teachers of experience, others it may be, members of training classes. We are almost sure to notice that some of them enter into the games with a hearty child-like spirit that betokens a genuine love for play and reminds the observer of the descriptions of the abandon with which Froebel always put through the original games. The other grown-up members of the party, however, go through the motions in a listless, half-hearted way which results in making them actors in what becomes a farce, so far as they are concerned. When it comes to the marching, unless the leader takes special care, the different movements will be executed in a style that would have made Froebel as a soldier fairly shiver. In fact the presiding genius must be alert at every point to prevent any element of incongruity and grotesqueness from creeping into the game. Each child must be taught to act well his part, whatever it may happen to be. At a recent gathering of kindergartners for practicing the games "The Star Spangled Banner" was rendered with telling effect, taken as a whole, although one defect was noticed on the part of the flagstaff in the center, who kept on singing with her associates, regardless of the character she had assumed.

IF the conduct of the games requires special wisdom so does the morning talk which is liable at any moment to drop from the sublime to the ridiculous, as a certain kindergartner in this city

found to her discomfiture some years ago. Matters were apparently going on swimmingly that morning and the children were being led to enumerate the many things for which they ought to be thankful, when the delightful discovery was made that one of them had a new baby brother at home, for the gift of which he ought to be exceedingly thankful to God. Due attention on the part of all having been given to this subject, another youngster raised his hand with, "I think there is something else that we ought to thank God for." A portentous stillness settled down upon the circle and the company waited with bated breath to hear what that something was. In answer to the teacher's question the answer rang out: "We ought to thank God for the baby elephant!" Thus did Barnum and his circus get a free and unexpected "ad" out of the mouths of babes and sucklings, so to speak.

EXPERIENCE is a valuable teacher in regard to the preparation for and management of the morning talk. It was in Brooklyn, we believe, that two inexperienced kindergartners began their work together as principal and assistant and when the former assayed the first morning talk the words would not come, and she had to turn to the assistant and say, appealingly, "You do it, I can't." Doubtless in time she learned to "do it," to her own satisfaction and that of the children. No kindergartner can afford to ignore the fact that the character of the talk depends very much on the character of the children. Sometimes every possible effort must be made to stimulate the little people mentally, while in other kindergartens they are so responsive to every suggestion that, in the words of a leader in the kindergarten movement, "We feel as though we could fit them for college in two years." Such conditions bring great responsibility to the teachers, who must always be on the lookout to avoid all hothouse processes.

LET us close this rambling discussion with a very positive affirmation of belief in the lasting benefit of the kindergarten games. Not long ago a little girl who had been out of the kindergarten nearly two years was taken to visit a large one a long distance from her home, where the children were all strangers. She joined with them in all the games with delight to herself and them and only once, so far as we could see, did she need to be prompted as to what she was expected to do next. The incident reminded the writer of a passage from the "Reminiscence" where the Baroness is describing the children's festival which Froebel conducted at Altenstein in August, 1850, which reads as follows: "The young nine-year-old princess looked upon the playing with the liveliest interest, and, as it appeared to me, with longing eyes, as if she would gladly have taken part in it. This little one was not wholly unacquainted with Froebel's occupations, for she had been taught some of them, especially the weaving, by Fraulein Levin." The point that we would make is that the child who has once learned the kindergarten games and had the pleasure of participating in them never forgets that pleasure. The little girl referred to, when her visit was over and she had lain down for the night, remarked, "I mean to be a kindergarten teacher when I grow up, and I think that my trip to-day will help me!" We are inclined to think so too.

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Mrs. J. P. Lane is president of the Pittsfield association and Mrs. W. L. Adams treasurer. It is supporting one class at the Union for Home Work, and hopes soon to have another class started, as an adjunct to one of the public schools. Superintendent Bouton favors the kindergarten as a part of the public school system, but the committee and city council cannot see the financial path clear of obstacles. The association has engaged Miss Amanda Turner of Philadelphia, to take charge of the kindergarten work in the fall.

Miss Lizzie Patterson will open a kindergarten at Harman, Col.

#### THE CINCINNATI WORK. BY THE KINDERGARTEN ASSOCIATION.

The Cincinnati Kindergarten Association is incorporated and has a small invested sum of \$1,600, of which only the interest is used. The expenses of the entire work, including the training school, amount to about \$6,000 annually, obtained from yearly subscriptions, donations and the proceeds of entertainments. Five kindergartens are supported entirely by the association, each one forming a center for philanthropic effort in the neighborhood in which it is located—mothers' meetings, boys' and girls' clubs, kitchen gardens and penny provident societies growing out of the work. The cost of each kindergarten is about \$850 per year. In addition to these, a large and flourishing training school for kindergartners is maintained, where young women are educated for the work at a nominal sum, and which is the most essential feature of the work, as it is the only medium through which an adequate number of teachers can be supplied to meet the needs of the various kindergartens as they are opened. The association will supervise, free of expense, any kindergarten supported by other organizations, provided the director selected is approved and works in harmony with the training class. After fifteen years of continuous effort, the members of the association feel that the time has come when an amount should be raised by annual subscriptions sufficient to maintain the work already organized and relieve them from the constant anxiety of procuring the necessary funds each month for the running expenses.

There is little prospect of receiving financial assistance from the public school funds at present, although permission has been granted by the board of education to open several kindergartens in public schoolrooms to be supported entirely by the association, the use of the room only being granted to the association. One such kindergarten has been opened in the Fifth District school on McFarland street, and is working most successfully. Others will be opened as soon as funds are provided.

Donations, however small, to meet the current expenses, will be most gratefully received by Mrs. George N. Stone, the treasurer. Additions to the permanent fund will be carefully invested, and interest only used for running expenses.

The following is a list of the kindergartens under the auspices of the Cin-

Cincinnati Kindergarten Association, and supported entirely by the association:

Training School for Kindergartners, Miss Carpenter, principal, 505 East Third street.

South kindergarten, Miss Tuite, director, 505 East Third street.

Public school kindergarten, Miss C. Carpenter, director, McFarland street.

West kindergarten, Miss Bishop, director, 86 Western avenue.

North kindergarten, Miss Coney, director, McMicken avenue, head Walnut street.

Gilbert avenue kindergarten, Miss Eaton, director, Gilbert avenue, near Sixth street.

O'Bryonville kindergarten, supported by Woman's Improvement Association, East Walnut Hills, Miss Cox, director.

Orphan Asylum kindergarten, supported by Cincinnati Orphan Asylum, Miss Huntington, director, Mt. Auburn.

Southwest kindergarten, supported through efforts of Mr. Max Senior and Mrs. D. M. Hyman, Miss Sharp, director, Mound street, near Seventh.

Mohawk kindergarten, supported by the mothers, assisted by the association, Miss Roetkin, director, corner Bank and Central avenue.

West Sixth street kindergarten, supported by Elizabeth Gamble Deaconess' Home, Miss Hamilton, director, Sixth street, West of Freeman.

Madisonville public school kindergarten, supported by school board, Miss LeVoy, director, Madisonville, O.

Ninth street kindergarten, supported by Ninth Street Baptist church, Miss Davis, director, Ninth street, between Race and Vine.

Central kindergarten, supported by Vine Street Congregational church, Miss Carpenter, director, Vine street, near Ninth.

Fairview Heights kindergarten, supported by Fairview Episcopal Mission, Miss Bonner, director, Fairview Heights.

These private kindergartens are under auspices of the association: Miss Merryweather, Avondale; Miss Hartman, East Fourth street; Miss Sattler (Miss Booth, director), Mt. Auburn; Miss Campbell (Miss Porter, director), East Walnut Hills; Miss Forse, Newport, Ky.

#### BY THE GERMANS.

The Cincinnati Germans claim that they began establishing kindergartens in the city fifty years ago, moving so quietly, however, that until lately their work has been known to but few outside

of their own people. About a year ago they began to hold the so-called mother meetings, in which the plans, the efforts, the aims of the kindergarten are elucidated, and where, in order to make the mothers feel at home, they are regaled with coffee as well as with talks on kindergarten work. The efforts of the ladies have been crowned with phenomenal success. These meetings, which at the beginning were attended only by a few mothers, are now crowded every time with interested listeners. With the growth of the interest the schools have been growing rapidly, and now there are several kindergartens under the control of these noble women, each kindergarten averaging a daily attendance of over fifty pupils. Besides this, they have organized a training school for kindergarten teachers, where young women are educated for the work at a nominal sum. The expenses of the entire work have been by proceeds from annual subscriptions, donations and entertainments, the last of which, the "Advertisement Ball," was one of the features of this winter's society affairs. Although \$1,000 was netted in this last affair, the growth of the schools is so rapid that the funds are inadequate. The school board have kindly opened to the kindergarten several rooms recently. On the first day thirty-five pupils were enrolled, on the second fifty-six, and on the third seventy-five.

The following is a list of the kindergartens under the auspices of the association, and entirely directed by them:

Kindergarten No. 1, McMicken avenue—Directors, Mrs. Kuengemann, Rev. J. Pister, Mrs. Grassel, Mrs. Markbreit and Mrs. Jost. Current expenses, \$52.

Kindergarten No. 2, St. Clair and Jefferson avenue—Directors, Mrs. D. O. Feeney, Mrs. C. O. Gansel, Mrs. A. Pluemmer, Mrs. J. Schaefer, Mrs. J. Harding. Current expenses, \$55.

Kindergarten No. 3, Central Turner Hall—Directors, Mrs. Dr. Zipperlen, Mrs. L. Markbreit, Mrs. J. H. Steinberg, Rev. Ed. Voss, Miss A. Bechmann. Current expenses, \$64.

Kindergarten No. 4, Burns street, Sedamsville—Directors, Rev. G. Gustrum, Mr. G. Dieterle, Mrs. A. Weight, Mrs. Tettenborn, Mrs. W. L. Haley. Current expenses, \$54.

Kindergarten No. 5, West End Turner Hall—Directors, Mrs. A. Harte, Mrs. Max Mosler, Mrs. Muhlhauser, Mrs. Grassel. Current expenses, \$50.

Kindergarten No. 6—Director, Mrs. Jost. Current expenses, \$57.

Kindergarten No. 7—Director, Mrs. Max Mosler. Current expenses, \$54.

It is almost impossible for the members of the association to provide for the current expenses, which are increasing daily with the growth of the schools. It is now for the public to take the matter in hand and to relieve the association of the constant anxiety of procuring the necessary funds by annual subscriptions or donations.

BY THE METHODIST WOMEN'S HOME MISSIONARY SOCIETY.

The following, from the report of the Superintendent of Kindergarten Work, will show the value of this department of the Glen Home Mission: "Since the opening of the kindergartens, in 1891, about 180 children have been in attendance each month. We feel thankful and encouraged by the fact that, although there has been much financial anxiety in our midst, we have been able to continue our three kindergartens, with increasing numbers and usefulness. In addition to the three under the direct control of Glenn Home, we have had associated with this department two free kindergartens of Covington, two mission and seven private kindergartens of Cincinnati. Through the generosity of the Masonic Orders of the Scottish Rite Cathedral, our mission kindergartens have received substantial aid, which enabled us during the winter months to furnish the children a daily lunch of soup and bread, which has been for many the one comfortable meal of the day.

"Multiplied have been the means used and brought to bear to perpetuate the true spirit of the kindergarten. Mothers' meetings have brought mother and teacher together. At these meetings matters pertaining to the care and training of little children are studied and discussed. We have been exceedingly fortunate in securing suitable rooms for our branch kindergartens. No. 1 is conducted in the Home; No. 2 in the Mission, Fifth and Front streets, the use of the building having been donated by the officials of the Big Four Railroad; No. 3 is situated on Ramsey street, in the second building donated for our use by this company; No. 4, 510 Lock street, rooms given, free of rent, by Rev. Charles Fairchild, in the building adjoining the 'Adams' where he has done such excellent work in improving tenement life."

The Glenn Home Committee in introducing the Kindergarten Normal School

as a department, has a two-fold object in view, namely, the maintenance of free kindergartens in our city, and the Kindergarten Normal School, where young ladies are trained for kindergartens. The most thorough and systematic training is given in this school. Since its inception over fifty young women have completed the course of instruction. Many of these are now holding prominent positions in Covington, Portsmouth, Dayton, Minneapolis, South America, Bermuda and Cincinnati, while many others have private kindergartens in this and other cities. Mrs. E. Davidson Worden, the Principal of the Normal School, has been untiring and successful in her efforts to advance the interests of the school. Classes are being organized for new pupils, and it is hoped by the manager that many young women will avail themselves of this excellent opportunity to prepare for kindergarten teaching.

BUFFALO PRIMARY SUNDAY SCHOOL UNION.

The work being done by this organization is far reaching and of more than local interest. The interweaving of the scientific principles of kindergarten instruction, with the Sunday school lessons is proving of the greatest help in understanding child life and in developing it intelligently on a basis of man's universal brotherhood. The officers of the Union are either in church or week-day schools actively engaged in the instruction of the young. The list of officers is as follows: President, Mrs. C. H. Woodworth, No. 390 Jersey street; first vice-president, Miss Margaret C. Brown, No. 623 Delaware avenue; second vice-president, Mrs. L. A. Baker, No. 222 Hudson street; third vice-president, Mrs. T. C. Pears, No. 124 Richmond avenue; local secretary, Mrs. James McIntyre, No. 70 Elmwood avenue; corresponding secretary, Mrs. F. C. Woods, No. 937 West avenue; and treasurer, Miss Harriet Given, No. 1023 West avenue. At a recent meeting Miss Mary Ellis of the Delaware Avenue Baptist church taught a helpful lesson, illustrating it by the use of the sand table. Subject, "True Love to One's Neighbor." A symposium followed on the subject "Teaching," which was participated in by many of the members.

Mrs. Jackson has a kindergarten at New Market, N. J.



### Dr. Hailmann at Jacksonville.

The kindergarten, therefore, brings the child from the start into vital intercourse in social games with other children because these appeal most to his sympathy; through these it interests the child in objects of nature and art, and in the living things concerned in the games. At the same time, with the help of playthings which emphasize in their construction relations of number and form, it stimulates in the child's mind a vital interest in these relations, and leads him to make them direct objects of his concern. The kindergarten places the child amid the full stimulants of social life, but excludes all that might shock, confuse, or lead astray. It invites the child to respect and nurture life, and to love the symbolic human world of the kindergarten; and, on the other hand, enables him to reach speedily and clearly simple fundamental number and form abstractions which afford him the keys to all future subjects of study.

From the kindergarten the child enters the school eager to learn and to co-ordinate himself in active sympathy with all about him. He is ready to take up the specific, experimental study of number and form, as well as to appreciate the value of simple definitions and classifications. His interest in animals and plants gradually is intensified into the study of natural history and geography. At the same time and throughout in the records of his work, the pictorial symbolism of drawing and coloring proves inadequate, and the child follows, with gratitude, exercises which are concerned exclusively with the development of skill in writing, reading and language. Throughout this period, too, the plastic material of the kindergarten and exercises akin to art, touch the deeper springs of self-activity and benevolence and afford opportunities for the exercise of individual opportunities for individual and social efficiency.

### Principal Guilliams's Ideas.

J. M. Guilliams, principal of the Jasper Florida Normal school, followed with a discussion, which was particularly noted

for its attack upon kindergartens and the kindergarten methods. His remarks were replete with sharp criticisms of kindergartens and comparisons which called for frequent outbursts of laughter on the part of the audience. Prof. Guilliams stated that it was with great risk that what is known as "evangelical doctrine" among the disciples of the new education was even questioned.

"It seems as if the race has gone astray after false gods," he said. "The golden calf, the beauties of nature, and a thousand and one fads have usurped the place of legitimate education. As parental influence decreases, so will God's influence diminish. God has little control of a child except through the medium of its mother. In recent years parental influence and teaching have largely been transferred to the primary school and the kindergarten. The mother, wearied with the duties of fashionable society, is glad to find a place where the little ones can spend the day, and be relieved of their care. One of the great Roman authors says that Rome's downfall dates from the time that Roman mothers transferred the care of their offsprings to slaves. Perhaps some future historian of our own fair land will write that our downfall dates from the kindergarten era—the era when the tender, innocent one was taken from its natural teacher, its mother, and put in unnatural environments—in a word, transferred, not exactly to the care of slaves, but to foolish fanatics. Any theory of education that takes a child less than six years of age from its natural mother and motherly influence is false and pernicious. For the orphan asylum the kindergarten may be the best that we can offer. For children in the large cities who are doomed to a life of toil from early morn to shadowy eve, the kindergarten is better than the street or crowded tenement.

"It were as well to tear the tender ovules from the pod and develop them in accordance with fine theories into perfect seeds as to take a tender child from home and mother and sagely instruct it into a philosopher, cramming it with 'environment' and 'generalization' when it should be a happy, bright-minded child.

"Once I saw two little tots not more than four years old perched on a wood pile and singing 'When I First Saw the Light.' At another time and place I saw a room full of little tots led in song and play by the trained queens of the

kindergarten—a lot of females mostly devoid of charm or grace, uncouth in dress, and awkward in action, their ages ranging from sixteen to sixty. To behold them was to think, after the manner of Hamlet, that 'nature's journeyman had made them,' so abominably did they represent humanity. I watched the festive throng as those females taught childhood how to play and how to sing, how to imitate the little birdies and butterflies, and how to think out the great questions of sociology and environment. The whole scene was disgustingly ridiculous.

"The great trouble with the work and theory of our new education friends is their crowding of the school curriculum. The modern theorist takes some point for a start, and then he calmly proceeds to analyze, synthesize, induce, and deduce until he gets that point connected with everything else in the universe that he has seen, heard or thought of. He then arranges his school curriculum so as to cause the pupils, regardless of age, sex or previous condition, to take educational picnic excursions along all of these lines which his profound thought has so beautifully stretched from his assumed center to all the rest of creation.

"Basing their plans on the supposition that some time a child will need certain facts and principles, these foolish teachers cram the mind, weary the brain and dissipate the energies of their pupils with an endless series of observations, inductions and deductions in the realm of all the 'ologies' and 'isms.' The little minds are filled with a jumble of monads, protoplasm, bacteria, late novels, ichthyosaurus and examples of creation generally from the primordial protoplasm to the attenuated generalization of a Boston transcendentalist. Each teacher and specialist in turn pounces on the hapless child, and each little faculty, as it were, is taken out of each little head and given a special twist in the direction of some new fad, for, like Cicero, these mighty leaders of thought take little stock in deeds begun by other men. Do we exaggerate? Read the literature of the new education and go to the cities whose systems are arranged by the new educators. Don't we believe in progress? Yes; but all movement is not progress; much of this so-called progress is advancement to the rear.

"Such a system of education can result in nothing to the average pupil but a smattering. He is dragged from Dan to Beersheba somewhat like a boy holding on to the tailboard of a wagon drawn

by a runaway team—he does not even have time to touch terra firma nor to admire the scenery as he passes.

"As we wish the man to be, so must we train the boy. If we want men 'infirm in purpose,' weak, vacillating, frivolous, then drill the boy in those things that require no continuity of effort; simply let sweet fancy have its way. On the other hand, if we want men of iron resolution, who are able to plan a course of action, and with the persistency of purpose to follow it to the end, we must increasingly habituate the boy to such efforts, by providing him with tasks that require his every effort and tax his every energy.

"Reading, writing and numbers are the fundamental studies. Reading because it is the key to the treasure house of knowledge; writing, because of its practical value in everyday life; and numbers, for both practical and disciplinary value. Let reading be taught as reading until the child has become a good reader. The student at the age of ten years, who is well-grounded in reading, writing and numbers and the elements of geography, and who has been trained to concentrate his powers of mind and to take pleasure in mastering difficulties, to read good literature, to fear God and obey law, will be on the highway to success."

#### The Reply of Mr. Hughes.

"I do not see how any man in this enlightened age could give expression to the opinions that were spoken from this platform yesterday," he said, "and yet we are told that all those who believe in the kindergarten system were fanatics. It was said deliberately, and not on the impulse of the moment, for the paper was written. It evidently had been written for some time, for it had no reference to the paper that it was supposed to criticize. There is no great educator in this country who does not believe in the system. It is an organic part of the educational system of France and Germany. I thought that the gentleman who so scandalously abused the system yesterday was a Southerner, but when he attacked the noble band of women who have devoted themselves to this grand work, I knew that he was no Southern gentleman. His native state of Indiana was the first in the Union to incorporate the system into its state educational system. When you and I were children, the deadeast child was the best one. The old-fashioned teacher could not keep up with the modern child. No

more grand or unselfish band of women on this beautiful earth of ours is doing more for humanity and for God than these same women, 'somewhere between sixteen and sixty.' Since the time of Christ, no agency has done more for mothers than the kindergarten. If the speaker of yesterday will carefully read the works of Fröbel, he will come to the same conclusions that that writer did. Fröbel studied what the child could do for itself. He discovered that play can be made a natural agency for the best development of its nature, and to bring out the points of character that can be brought out so well in no other way.

"H. Courthorpe Bowen, the Englishman whose interpretation of Fröbel's principles is most perfect sympathetically and intellectually, in his admirable work on 'Fröbel and Education Through Self-Activity,' says: 'Fröbel was possessed of large and generous views on education as a whole, and on its methods and results as wholes; but it is the work which he did for the education of infants between the ages of three and seven that chiefly demands our gratitude, so far as his aims have been realized up to the present. In the future, unless I am seriously mistaken, his greatest services will be in the reforms which his principles and methods will have forced on our schools and colleges.' And again: 'It argues, therefore, an absolute misunderstanding of the whole matter callously and indifferently to admit that Fröbel's ideas are true enough for the kindergarten and at the same time to deny that they have anything to do with the schools.'

"Mr. Bowen's estimate of the influence of the kindergarten is the correct one, is becoming more clear as the kindergarten is more widely introduced, and more fully understood. The principles upon which the kindergarten is based are fundamental, and that should guide the teacher in the work of teaching and training the child throughout its school course. The application of principles should change as the child ascends through the advancing periods of its growth, but the laws of true educational development apply universally in the university as well as the kindergarten. These principles have influenced the work in schools and colleges even where the kindergarten itself is not recognized. Many men who still speak disrespectfully of kindergartens are unconsciously influenced by its spirit, and are applying principles which would

never have been clear to them, if Fröbel had not objectively revealed them by his kindergarten methods.

"Dr. Harris, in the preface to the 'Education of Man,' says: 'Those who persistently read Fröbel's works are always growing in insight and in power of higher achievement.' There is no teacher to whom this statement does not apply. No other educational writings bear re-reading so well as Fröbel's, because his insights were clearer, more comprehensive, more distinctive, and therefore more difficult of general comprehension, than those of any other writer. Men trained under old methods are unable fully to grasp his ideas, as they have no conceptions to which they can be definitely related. It requires experience and training to prepare the minds of teachers to apperceive Fröbel's ideas. The next generation, especially those who are fortunate enough to receive a kindergarten training, will apperceive Fröbel's principles more fully, and interpret him more truly than we can hope to do.

"The recognition of the sacredness of the child's self-hood led Fröbel to discover the leading features of his educational system. It revealed to him the vital importance of the intelligent, systematic and persistent study of the child. It made the child, and not the knowledge to be communicated to it, the focus of educational thought. It led him to make freedom and happiness the sources of productive interest and the essential conditions of child development. It taught him that the divinity in the child should not be passive or merely responsive to suggestion from others, but that selfhood should be made self-active—that is, active in the conception as well as the execution of an idea, in motive as well as in deed, in originating as well as in operating, in seeing as well as in doing—and realizing this he made self-activity the highest process of human development.

"The study of the child, reverence for its individuality, joyousness and spontaneity, true self-activity, progressive evolution, perfect community of feeling and co-operation in action for the accomplishment of a common beneficent purpose; these are the essential elements of the spirit of Fröbel's kindergarten."

#### A Brockton (Mass.) Letter.

I think the best thing Mayor Williamson can do is to abolish the kindergarten. In the first place, of what good is edu-

cation without strong development of the body first? I say that a child should have free use of its limbs in plenty of fresh air exercise. The children are pushed and the brain crammed with knowledge now in the public schools far beyond their strength, and mothers would find far healthier children in after years if they would give them perfect freedom of action until the age of five years is reached and then gradually train the brain.

"Montello" quotes from leading educators as teaching us that "the child's first instruction is the most vitally important, and the formation of his whole character is dependent upon it, so that no subsequent care can make amends for wrong beginnings."

I notice "Montello" doesn't quote that educators teach us to begin when a child is two or three years old, but simply to have right beginnings in being educated.

Read Dr. Warner's opinion on education. Notice the children at only twelve years of age (and sometimes younger) whose lives are wrecked with that fearful disease called nervous prostration. Also notice high school and college students with a good education and no power to carry out the training they have received—all from shattered constitutions, resulting from a wrong beginning. No wonder each generation grows "wiser but weaker."

As I understand, children are born with larger brains and heads than formerly and consequently have an organization that can't stand too much crowding.

At five years of age a child is ready to begin public school education right at the very beginning of book knowledge, and is not fit to be housed up before that age. I always thought that it was lazy people who sent their children to kindergartens, as they would then know where they were and would be relieved of the daily care of them.

Down with the kindergartens!—*Mrs. Edith E. Thorner.*

**From Winona, Minn.**

Mothers hope the day is not far distant when Winona will have a free kindergarten system. Our present system is far from the ideal as the first locomotive was from the present.

The lasting impressions of life are made before the age of seven years. Few young mothers realize how early the child begins to learn its lessons for life. They

learn more by example than by precept. One visit to our first primary grade room will remind fathers of the time when Christ was on earth and said, "Suffer little children to come unto me, and forbid them not, for of such is the kingdom of heaven."

See the teacher take a pair of tiny hands and forming her flock of thirty or forty children into line, then sing the Snail song—showing them just the way the snail creeps and draws itself in and out of its home.

Out of the kindergarten come our statesmen. Out of the street come our politicians. Winona needs a free kindergarten system equipped with material enough to train and develop each child into a useful citizen. The age the child might enter should be the age that the mother is compelled to leave them to go out and wash to earn their bread.

Supply the teacher with all that is needed to make the child happy and comfortable. History tells us that the greatest statesmen say that the future hope of the church and state is in the children to-day. Gather the babes from the street and shorten your time in the High school if some curtailing expenses must be done.—*Mother.*

Kindergarten is the place where children go,  
Is the garden where God's flowers bud and blossoms as they grow,  
Every garden's in a kingdom where the light comes from above,  
Beans and beans upon the blossoms, and the sun that shines is Love. —*Selected.*

A new society has been organized at Grand Rapids, Mich., to provide for the support of the Waterloo street free kindergarten now being held in Smith Memorial church. Officers are Mrs. Frederick Miller, president; Mrs. John W. Blodgett, vice-president; Mrs. Sherwood Hall, secretary; Mrs. Fred H. Ball, treasurer. Another society has also been organized at the South End to be known as the South End kindergarten association, the object being to establish a kindergarten and to form a study class for mothers. At a meeting held in January a constitution was adopted and Mrs. G. P. Moore, Mrs. Becker and Miss Gertrude Hanbach were appointed to secure a suitable room.

Miss Lucy Wheelock will resume charge of the kindergarten department of the summer school at Martha's Vineyard this season. The term begins July 13, lasting four weeks.



We invite short letters for publication in this department, showing the growth and extension of the kindergarten movement all over this country.

#### AT THE WHITE HOUSE.

Miss Frieda Bethman, the new White House governess—no, that is not the right term, either, because she is only the kindergarten teacher to the president's children, going to the White House at 12, noon, and staying just three hours by the tiny clock in Ruth's room—is a very bright, up to date young person, ardently interested in her work. It was born in her, probably, to like it, because her mother, Mrs. Emily Bethman, has been a teacher in the Boston kindergartens ever since they were established. Miss Bethman got her first beginnings of an education in a kindergarten and finished off in the Boston High school, from whence she went into the kindergarten training school, and has been for many years employed in the Boston schools as a special instructor and trainer. The first instruction is only play, apparently. She teaches the little ones to sing motion songs, sitting in a low chair which forms part of the ring of chairs about her, so that all can see her, and so bright and animated does she become that the veriest dullard would get inspiration from her. She sings very sweetly, and exemplifies sowing wheat by an outward motion of the hands and a graceful awaying of the body, and immediately each little one goes to wiggling fingers and feet and awaying till some one drops off a chair, and then they all laugh and begin over again. Then there is a song that begins:

Little birdie in a tree,  
Sing to me, sing to me.

Then they all get ready to fly right up in the air, where there small, fat arms are reaching, but they don't fly; on the con-

trary, they more often take a tumble, and sometimes that makes them cry, but she soothes and kisses them into good humor again, and so the instruction goes on. Miss Bethman believes that one may grow, no matter what the art that one works at, but in the main Froebel is her guide. She says that she uses the gift lessons, occupations, movement plays, games and talks with children just as the mood seems to be upon them to do certain things. If their fat legs get tired and want to be twisting, she sets them dancing in some motion song in which feet play the most prominent part. If their small hands want to be clutching at something she sets their fingers to work. If they want to talk, she says to them, "tell me a story. Tell me what you saw when you went riding to-day." After the gifts come the occupations. They are shown how to construct out of solid materials of set forms all manner of things into which wood may enter as a building material, then they turn to sewing, weaving, braiding and such occupations.

#### NEW YORK CITY.

Four new kindergartens have been opened by the Board of Education in the last few weeks in the following schools: Primary No. 2, Nos. 36 and 38 City Hall Place; primary department, Grammar school No. 9, Eighty-second street and West End avenue; Primary No. 23, Nos. 263 and 265 West 124th street, and Primary No. 35, First avenue and Fifty-first street. "Before the end of the year," said Superintendent Jasper, "we will probably have opened twenty more. We are opening them as rapidly as we can secure the necessary room." Besides the kindergartens, which are allied to the public school system, there are fifteen which are maintained by the New York Kindergarten Association. These association schools are located in the most crowded quarters of the city, many of them in the very heart of the slums. That they are a great blessing to the children of the class they care for is shown by the eagerness which parents display to place their children in them. Recent statistics gathered by the association show that at the kindergarten at No. 340 Cherry street, an average of two applicants a day are turned away. At No. 446 East Seventy-second street, seventy children have been rejected for lack of accommodation, while in the neighborhood of No. 96 Rivington street, where "The Woodstock" kindergarten,

which is partially supported by the College Settlement, is located, another school could be filled in a day. To maintain these kindergartens, which accommodate fifty children each, and are presided over by two experienced kindergartners, costs \$1,400. This money is raised by the dues of members and voluntary contributions from wealthy believers in the teachings of Froebel. Regarding these kindergartens, Hamilton W. Mable, president of the association, says: "About one-half of the kindergartens are supported by individuals. The remaining kindergartens are supported by the general fund. This necessitates the securing of about \$10,000 a year by the association. Of this sum about \$2,500 comes from the dues of members, while the other \$7,500 we have to raise every year through outside contributions. It has been peculiarly difficult to secure this amount this winter owing to the general stagnation of affairs, which is unfortunately only too well known, and we still need about \$3,000 to carry the work through the year. No member of the association receives a salary. We could quadruple to advantage the number of kindergartens now supported. A school of this kind could be placed on every block made up of tenement houses and filled at once. In Chicago, St. Louis, San Francisco, Boston and other cities where the kindergarten is known and appreciated, it commands the most generous support, and hundreds of schools are most generously sustained by those who see their immense advantage to city children." Unless the \$3,000 is raised within the next three months seven of the kindergartens in the most crowded districts will have to be closed—namely, those on Bleeker street, on East Seventy-second street, on West Thirty-fifth street, on Rivington street, on Broome street, on West Fifty-fourth street and on East Seventy-sixth street. Contributions to the support of these "play schools" will be gladly received by the treasurer, Alfred Bishop Mason of No. 10 Wall street.

#### SYRACUSE, NEW YORK.

The kindergarten of the Woman's Educational and Industrial Union is in charge of Miss Martha Spalding, is the only free institution of the kind in Syracuse and is doing an excellent work. The course is substantially the same as that carried on in the kindergartens connected with and under the management of public schools. It embraces study and

play, observation of fruits and flowers in their different seasons, varieties of seeds, times and methods of planting and harvesting; growth, form and varieties of trees; their preparation for winter; the logging camp, and different uses to which wood is put. The children are taught as to the elements of nature which prepare the earth for winter, the wind, rain and frost. They are given simple lessons in physics as to vapor, rain, steam, the dewdrop, frost and snowflakes. They learn of the significance of the Thanksgiving season, the harvesting and storing of all nature's work during the spring and summer months for the long, cold winter. They study the trades, learning how the carpenter uses wood; the cobbler, leather; the weaver, wool; the miner, coal; and the blacksmith, iron. In natural history they are taught about the variety and habits of birds, nest building, migrating birds, insects, spiders, bees, caterpillars and butterflies. Animals and what they furnish us form another theme. The winter course closes with a study of the waking of mother earth, spring and her helpers being the lesson. The little ones learn of the sunshine, soft rain, winds, heat, return of the birds, first flowers, buds, twigs, branches, planting of seeds, work of the farmer and birth of the summer. In all this study, simple manual work is brought in, modeling in clay, representative work of the different trades, designing with colored tablets, paper, serving and cutting, the children also learning the different forms and colors from nature and their relation to each other. The age of children admitted to the kindergarten department is from three years to six years, inclusive. The rooms of the Woman's Union kindergarten are well equipped, large, sunny and well heated and more children could be made welcome.

#### PRACTICAL CHILD STUDY.

Dr. Frank McMurray, dean of the Buffalo school of pedagogy, recently delivered an address before the Utica public school-teachers, on "Child study. How to make it practical." He traced the history of pedagogy from the renaissance. The Jesuits in 1540 had a system of teaching children, but their main idea was to cram as much knowledge into the minds of their pupils as possible. Then came Comenius, fifty years later, who pleaded for the development of the whole being. He urged the study of things rather than books. Locke, early in the seventeenth

century, said that knowledge was the last and least thing of education, that physical health, right habits and good character were more important. Rousseau, 100 years later, said that man was not a learning animal. "I wish," he said, "some discreet person would give us a treatise on the observation of children, an art which would be of immense value to us, but of which fathers and school masters have not as yet learned the very first rudiments." The speaker then discussed the work of Pestalozzi, Herbart and Froebel. The first thought it was all very well for children to learn something, but the really important thing was for them to be something. Herbart followed in the same line, and Froebel applied the theory in the kindergarten. Dr. McMurray then discussed the question, "How can child study be made practical?" The first need, he said, was an interest in the individual child. A teacher should not think of his class as a unit, but of the individuals composing it.

#### PEORIA, ILLINOIS.

The first class of the training school for kindergartners, consisting of six young ladies was recently graduated. Miss Ella Mills read a paper on "Kindergarten for the Poor" and Miss Jennie Williamson on "The Kindergarten and Its Influences." Mrs. O. J. Bailey of the Peoria school board then delivered an address, in which she said every true American citizen is patriotic, and never more so than when speaking of our educational institution. The boast of American citizenship is our public schools. He eulogized the public school, and said he believed the time was coming when the higher education would be as free. He deplored the tendency in the higher education to eliminate the principles of heart and soul. He believed in educating the three natures—the mental, the moral and the physical, and that the time is coming when the kindergarten and primary work will be run together. He urged upon all the study of child nature. Mrs. C. C. Lines, president of the kindergarten association then presented the diplomas to the class, making a neat address.

#### A PLAY BY BLIND CHILDREN.

A large crowd was present at the play given Washington's birthday by the girls of the Perkins Institution for the Blind at South Boston, in aid of the Kindergarten for the blind at Jamaica Plain.

The museum hall of the South Boston Institution, in which the operetta "Laila" was given, was not large enough to accommodate all who wished to see it, and was filled long before the rise of the curtain. Although the operetta is a simple one, it seems marvelous that the children should be able to produce it at all, yet they moved about the stage as gracefully and easily, and took their right places as certainly, as if they had been in possession of all their faculties. The music was sweet and varied, and was sung by the children with taste and expression. Much interest was excited by the appearance on the stage of the deaf and blind children, Edith Thomas, Tommy Stringer and Willie Robin. The morning presentation of the play was such a success that there was a unanimous request that it might be reproduced in the afternoon, which was accordingly done, the presentation being received with, if anything, greater favor than in the morning.

#### PITTSBURG, PENNSYLVANIA.

After April 1 the kindergarten training class, the secretary's office and the supervisor's office will be removed to the eighth floor of the Publication building, Ninth street. The reports from the schools show an enrollment of 525 pupils. There is every likelihood of another kindergarten being started in the Fourth Ward school, Allegheny, though no other new ones will be begun this year, as the association will be short of teachers until there are other graduates from the training class in June. The treasurer reports having received a check of \$800 from Mrs. Nelson P. Reed for the support this year of the Nelson Reed Memorial kindergarten. The Ogontz kindergarten has been established six months, and has forty-two children enrolled. At the new Ninth Ward, Allegheny kindergarten, thirty-nine pupils were enrolled the first day, fifty during the week, and twenty-five had to be sent home, for there was no room for them.

Miss Louise M. Steinweg, who went to Pittsburg from Westfield, Mass., some time since to become director of the Humboldt kindergarten, writes that she is meeting with success there, and that the mothers' meetings in connection with the kindergarten are especially interesting. Miss Steinweg recently lectured to the mothers on self-activity, and will give other talks in future. Mrs. F. T. Miller is much attached to the kindergarten and provides it with flowers and has recently given it two pictures.

## UTICA, NEW YORK.

About two years ago the ladies of the Tabernacle Baptist church of Utica, organized a kindergarten department in connection with the church and Sunday school. The founders of the department were the pioneers of the movement in that city. The work has been in the hands of a committee of ladies, but a permanent organization was formed February 28, to be known as the "Tabernacle Kindergarten." The following officers were elected: President, Mrs. John C. Hoxie; secretary, Mrs. C. H. Risley; treasurer, Mrs. O. S. Foster. It was decided to retain for another year the services of Miss M. Ella Marshall, who has proven so efficient a superintendent and done so much, assisted by Miss Hyatt, to build up the department. It was voted to retain Miss Hyatt as assistant for another year if she will accept. The Tabernacle Kindergarten embraces what is known as the day kindergarten and the Sunday kindergarten.

## CLEVELAND, OHIO.

Mr. Hughes of Toronto stopped over at Cleveland on his way home from Jacksonville to talk to the public school-teachers about "The Influence of the Kindergarten Spirit in Public Education." He said that one trouble with the present system is that most kindergarten instructors endeavored to find out what they could do for the child instead of trying to find out what the child could do for itself. He also made an eloquent appeal for equal recognition and equal pay for men and women teachers and added that he, while he did not want to drive the men out of the business, because there was undoubtedly room for both, wanted the women given equal opportunities.

At the recent meeting of the Frobel Union of Milwaukee, Wis., Rev. Judson Titsworth made a strong appeal that teachers inculcate patriotism in the highest and broadest sense. It was held that patriotism is a branch of religion; that the pervasion of all human duties by lofty ethical impulses is tending in modern times to annihilate the secular. The idea was advanced that everything is sacred and that patriotism must be conceived of on this high level of essential relationship to that which is sacred.

The kindergarten was established in Omaha in the fall of 1892 by Miss Shields who came from St. Louis. At first each

school was a district institution, but in the fall of 1894 Miss Shields was elected supervisor of all, with Miss Morgan as her assistant. Omaha now has eleven kindergartens with as many directors and fourteen assistants. The total number of pupils this year is 728.

At the annual meeting of the Columbian Kindergarten Association of Washington, D. C., the following officers were elected: President, Mrs. John G. Walker; vice-president, Carroll D. Wright; recording secretary, B. Pickman Mann; corresponding secretary, Mrs. Samuel E. Stevens; treasurer Henry B. Macfarland.

The first public meeting of the Los Angeles, Cal., kindergarten club, was held February 5, with nearly one hundred women present. The officers are Miss Grace Barnes, president; Miss Winona Huntley, vice-president; Miss Mattie Tedford, secretary; Mrs. Mary Murray, treasurer.

The formal presentation and dedication of the new kindergarten at 245 Concord street, Brooklyn, occurred February 19. The new building is a substantial three-storied structure, with white brick front and bay window. It is a present from Mr. Henry W. Maxwell to the Brooklyn Guild Association, in reverence to the memory of the late Eugene Lascelles Maxwell, who, during his life was deeply interested in the training of children.

The authorities at St. Paul have felt the necessity of large retrenchment in municipal expenses and the proposition has been made to drop the kindergartens from the public schools. The leading papers of the city, however, protest strongly against such a move, and so do the people whom they have taken pains to interview on that question.

The commencement exercises of the Louisville (Ky.) Free Kindergarten Association were held in the Masonic Temple Theater, February 11. Miss Minnie Perrin read a paper on "The Laws of Childhood," Miss Angela Benton on "The Value of Spontaneous Expression." Col. Andrew Cowan in his address reviewed the history of the free kindergartens.

Rev. A. H. Zimmerman, proposes to open an industrial home for boys, to be located three-quarters of a mile southwest of Hagerstown, Md., a Florence Crittenton Home for unfortunate women in Hagerstown, a free kindergarten, a night school for young men, and a Christian workers' training school.

**MAY SUNDAY SCHOOL LESSONS.**

BY MARY S. THOMPSON.

**FIRST SUNDAY, MAY 3.**Faith.—*Luke 17:5-19.***GOLDEN TEXT.**—Lord, increase our faith.  
*Luke 17:5.***TINY TRUTH.**—We must ask in faith.**TINY PRAYER.**—Help us to have faith.**METHOD.****ROLL CALL.**—Response, *Mark 11:22*,  
(blue dots.)**TINY SONG OF GREETING.**Repeat the Lord's Prayer and the Tiny  
Prayer.**TINY REPRODUCTION STORY.**

One time Jesus was going to Jerusalem, as he came near a village he was met by ten men who were lepers (explain). These poor men believed that Jesus could cure them, but they did not dare to go near him for lepers were forbidden to go near to people in health, so they stood afar off and cried, "Jesus, Master, have mercy on us."

Do you think that Jesus helped them?

Now put on your thinking caps, and tell me all the kind things you can think of that Jesus did. (It will please the children to allow them to adjust imaginary caps.) Ask the child who can recall some act of mercy and help to find the lesson picture that illustrates it and pin it to the wall or chart. Sing any familiar song that will help the children to understand the character of Jesus. Finish the story of the lepers. Let two or three children represent the story on the sandboard. If you have no "men" little cylinders of colored paper may represent the characters. Let other children illustrate the story on the blackboard, and still others on paper. Encourage the children to tell the story from these illustrations. In your talk especially emphasize the last clause of verse 19. When we pray we must believe that God will help us. Close as usual.

**MOTHER TALKS.**—Read *Luke 17:5-19.*

Are there any sick people now? Can Jesus help them? Illustrate by telling some story. Teach response for next Sunday.

**SECOND SUNDAY, MAY 10.**Lessons on Prayer.—*Luke 18:9-17.***GOLDEN TEXT.**—The Publican, standing afar off, would not lift up so much as his eyes unto heaven, but smote uponhis breast, saying, "God be merciful to me a sinner."—*Luke 18:18.***TINY TRUTH.**—Men ought always to pray.**TINY PRAYER.**—Teach us how to pray.**METHOD.****ROLL CALL.**—Response. Verse 16.**TINY SONG OF GREETING.**—Sing the Lord's Prayer to the tune "Home Sweet Home."**TINY REPRODUCTION STORY.**

Jesus told a story about two men who went into the temple to pray. One was a Pharisee, the other a Publican, (explain.) The Publican felt that he was not worthy to pray to the good Heavenly Father, and did not so much as lift up his eyes as he cried to God for help, but the Pharisee spoke very boastfully of his own good deeds; he felt that he was better than other men, especially the poor Publican. Jesus said the prayer of the Publican was most pleasing to God. Reproduce the story by means of the following finger play:—

This is the temple where one day  
Two men of old went up to pray.

(Make temple with the hands.)

This finger is the Pharisee

Who prayed to God so boastfully.

And this the one who prayed apart  
With downcast eyes and humble heart.

(Let the two pointer fingers represent

the men.)

Christ said the man who did not boast

Pleased the Heavenly Father most.

Read the Bible lesson, allow the children to represent it upon the table with blocks and Sunday school men, as fast as it is read. Teach the lesson song. March.

**MOTHER TALKS.**—Read the whole chapter. Explain unfamiliar words and customs. Teach response for next Sunday.**THIRD SUNDAY, MAY 17.****Parable of the Pounds.**—*Luke 19:11-27.***GOLDEN TEXT.**—He that is faithful in that which is least is faithful also in much, and he that is unjust in the least is unjust also in much.—*Luke 16:10.***TINY TRUTH.**—Christ is our master.**TINY PRAYER.**—Help us to be faithful servants.**METHOD.****ROLL CALL.**—Response. —*Prov. 28:20*  
(first clause.)**TINY SONG OF GREETING.**

Repeat the Lord's Prayer and the Tiny Prayer.

## TINY REPRODUCTION STORY.

One day Jesus told a story about a nobleman (explain) who left his home to go into another country on business. Before he left he called his ten servants to him and gave one pound (explain) to each of them. He told the servants to make good use of the money till he returned.

Illustrate the story upon the blackboard. Make straight marks for the characters and little circles with chalk for the money. Place Sunday school men upon the table. Ask questions. Whom have we here? Who are these other people? What is the Master going to do? What is he doing now? etc. Use round tablets to represent the pounds. You may all take a nap (while the children's eyes are closed remove the Master.) Where is the Master now? In like manner draw out the rest of the story, the Master's return, the talk with the servants, one of whom had gained ten pounds, (tablets) another five, one not any, etc. Recall the lesson for March 22. Who told this story? Whom did he mean by the Master. (Place a cross on the table.) By the servants? We are the servants, and we will name these men for us. We will name this one Mertie, this one Harry, etc. Teach and talk about the Golden Text. Teach the lesson song, and close as usual.

MOTHER TALKS.—Read *Luke 19:11-27*.

Explain unfamiliar words and customs. Tell the children incidents known to you about people making good use of the "pounds" God gives them. The story of Jenny Lind, the great singer, is a good one to illustrate this lesson. Teach response for next Sunday.

FOURTH SUNDAY, MAY 24.

Jesus Teaching in the Temple.—*Luke 20:9-19*.

GOLDEN TEXT.—The stone which the builders rejected, the same is become the head of the corner.—*Luke 20:17*.

TINY TRUTH.—We are little builders, (explain how.)

TINY PRAYER.—Help us to build on Christ.

## METHOD.

ROLL CALL.—Response. Golden Text.

TINY SONG OF GREETING.

Repeat the Lord's Prayer and the Tiny Prayer.

Have a little "praise service," singing all the songs learned.

## TINY REPRODUCTION STORY.

Read the story on the back of the lesson picture, then give each child a picture and ask for volunteers to tell the story after the picture has been fully explained.

Build the temple, stand the cross and Sunday school men in it. Ask questions. What have we here? The Temple. Who is this? Jesus. What is he doing? Preaching to the people. Who can tell the story he told? (Let some child tell it.) Is there any way we can still hear his sermon? Introduce the lesson song at this point, allowing the children to stand, or otherwise change their position. Read the Bible lesson. Explain all unfamiliar words. Show a picture of your own church if possible, and talk about it. Who is the preacher? About whom does he preach? I want you to listen very carefully the next time you hear the minister preach and tell me if he said anything about Jesus. Add that there are a great many churches in our land and a great many preachers all telling about Jesus. Recall other of Christ's sermons (lessons for February 9, March 8, March 15, etc.,) as follows: Let each child make a church with his hands. Each church contains an imaginary preacher for whom the child speaks. Isabel, What story would you like your minister to tell? Call on the older children to tell the stories and let the babies find and pin up the pictures which illustrate them. March, then form in a ring for the closing exercise.

## CLOSING EXERCISE.

Children stand in a circle and sing to the tune "Tasting Song" in *Merry Songs and Games*.

Now the hour is over,  
Will form a merry ring.  
And standing thus together  
This little prayer we'll sing:  
(Children fold hands.)  
Help us Heavenly Father  
Thy loving face to seek;  
And guide and keep us safely  
All through the coming week.

MOTHER TALKS.—Read *Luke 20:9-19*.

Explain what Jesus meant by husbandmen, servants, etc. Talk especially about verse 18. Teach response for next Sunday.

FIFTH SUNDAY, MAY 31.

DESTRUCTION OF JERUSALEM FORETOLD.—*Luke 21:30-36*.

GOLDEN TEXT.—Heaven and earth shall pass away; but my words shall not pass away.

**TINY TRUTH.**—God always keeps his promises.

**TINY PRAYER.**—Help us to watch and pray.

**METHOD.**

**ROLL CALL.**—Response. Golden Text.

**TINY SONG OF GREETING.**

Repeat the Lord's Prayer and the Tiny Prayer.

It is always best to have a little talk with the children before asking them to pray. Prepare their minds for the prayer or they will be apt to go through the exercise in a careless indifferent way. I think it of great importance that the habit of prayer be very carefully formed.

**TINY REPRODUCTION STORY.**

Jesus knew all about the future. One day he told his disciples that sometime Jerusalem would be destroyed, and the beautiful temple they loved so much would be thrown down. Not many years afterward the city and temple were destroyed by soldiers. Jesus said something else, which makes all who love him very glad, some day he is coming to our earth again. We know this is so for Jesus said it.

Talk about the Golden Text. Read the 36th verse and talk about our own need of praying. Jesus knows all about our future and can help us better than any earthly friend.

With the help of the children build Jerusalem and the temple, or show pictures. Read what Jesus said about the destruction of Jerusalem, verses 20-25; about the temple, verses 6-7; his words of council, verses 34-37.

Teach the lesson song. Do you know how many stars would be appropriate? God knows just how many little children there are, and the Bible his precious word, is full of beautiful promises for every one of them, and God always keeps his promises.

Draw a rainbow with colored crayons; tell why God places it in the sky—for thousands of years God has kept his promise not to destroy the earth with a flood.

The following little verse which appeared in some paper a year or two ago, I have forgotten what, might be used to impress the lesson:

"The rainbow is shining fair to see  
What does it say to you and me?  
Red tells of Jesus' love  
Promised so long.  
Blue of his perfect truth  
Steady and strong.  
'Be a sunbeam yourself,'  
The yellow rays say:  
'His love, truth and promise'  
Shall not pass away."

Closing exercises as usual.

**MOTHER TALKS.**—Read *Luke 21:20-36*.

Explain unfamiliar words. Tell the children how Jesus wept over Jerusalem, because of the wickedness of the people, Talk about the temple, its great and beautiful stones, and precious gifts. Tell how the temple was soon after burned by the Romans and remains desolate unto this day.—See *Matt. 23:37-38*. Teach Response for next Sunday.—*Phil. 2:5*.

### IN APRIL.

BY ANGELINA W. WRAY.

O! misty March no longer reigns  
O'er windy hill and hollow,  
For April brings the robins back  
And eager bluebirds follow.

The sunny skies grow silver gray,  
The raindrops patter brightly,  
And then a myriad violets blue  
Dance in the breezes lightly.

From elm and oak and willow trees  
A thousand nests are swinging,  
And under sunset curtains gold  
A thousand songs are ringing.

Beneath their leaves of rusty brown  
The mayflower buds are hiding,  
And o'er its pebbles smooth and round  
The merry brook is gliding.

O! April days of cloud and sun,  
You teach a lesson cheery,  
Each little life some shade must know  
But will not all be dreary;

For pure and sweet along each path  
The flowers of love are springing,  
And in each heart by day and night  
The songs of hope are ringing.

*New Brunswick, N. J.*

All the pupils who can be received in the kindergarten department of the state normal school at Westfield next September, have already been enrolled and applications are coming in for 1897.

Mrs. William C. Clark of Pittsburg has recently been visiting the kindergartens that have been established in the Sandwich Islands by the missionaries. A number of them are for Chinese and Japanese children.

Miss Mary A. Wells, who has for several years had charge of the work being done in child study by the alumnae of the Albany, N. Y., state normal college, addressed the child study class in that institution March 5.

We request prompt renewal in all cases, as we shall not continue to mail the NEWS on expired subscriptions.

## COLOR IN THE KINDERGARTEN.

## WHAT MR. TURNER SAYS.

The March meeting of the Eastern Kindergarten Association was largely attended at the Girls' High school, Boston, on the afternoon of the 10th. Miss Garland presided, and Miss Pingree gave a report of the International Kindergarten Union meeting in New York. The principal speaker was Ross Turner, the artist, his theme being "Color in the Kindergarten," a subject which he illustrated by the use of a large chart containing a triangle formed in three colors, red, yellow and blue, with gray background.

Mr. Turner said that children are fond of these things—sweets, colors and sounds. Color is as important as anything in life, for it has its stamp upon everything. But the laws that govern prismatic colors are very different from those that govern pigments.

There is a simplicity about kindergarten study, he declared, an appealing to children that cannot but bring forth good fruit. The universal criticism is that we use colors in too many forms, and that it is better to use fewer and simpler ones. The Japanese seem to have the color idea well developed, and the tendency now is to study Japanese art and always with benefit.

In America we are deficient in color sense. The question of color is very much under studied. Children should be brought up amid colors, for they become enthusiastic over them. In fact, children have been known to sniff at the American flag, thinking it must have a perfume, it is so brilliant. It is therefore, necessary we should teach children the use of colors. One begins with red, yellow and blue. From these can be reduced a scheme or range of colors. With these colors can be made an almost inexhaustible set of combinations.

In visiting the kindergartens, Mr. Turner said he had noticed that in the weaving there was a lack of harmony in combining the colors. Yet care should be taken in this direction or the natural color sense may be deadened or destroyed. Neither black nor white should be considered in the color sense. Dead colors are best for decorations, and any "shine" takes away from the artistic effect. The proper balance of colors in combinations should be preserved, and for this a neutral gray background is the best, as giving the proper value to the colors used.

Mr. Turner explained at length the various combinations of colors by means of the charts, and gave some simple rules by which they might be properly used. He also spoke of the art materials imported from Japan as being the best of the kind, and said that better work could be done with them than with the old-fashioned kind. We need the simpler kinds of decoration, he thought, and he hoped that in the kindergartens the children might soon have the use of color boxes as an addition to their education as well as their pleasure. At the close of Mr. Turner's remarks Miss Pingree said a few words indorsing the work that Mr. Turner is doing for kindergartners, and expressing her enjoyment of an hour or two recently spent with him in watching that work.

The Brooklyn Kindergarten Society was incorporated March 9, and the necessary papers were filed with the Secretary of State. One generous donor has contributed \$75,000 as an endowment fund, the income from which will be used to further the work of establishing free kindergartens in Brooklyn, and to create and promote interest in kindergarten work. The directors are Frank L. Babbott, Ellen T. Brockway, Charles N. Chadwick, Caroline B. Le Row, Henry W. Haxwell, A. Emerson Palmer, George Foster Peabody, Frederick B. Pratt, Mary Sharpe, Cornelius R. Shepard, Hayden W. Wheeler and Edward M. Shepard of Brooklyn. There are at present twelve free kindergartens having an attendance of about five hundred children. The names of these kindergartens are as follows: The Women's Club, Memorial Industrial, Vanderbilt, Physicians' Bethel, Katherine Tilney, Willow, Bedford, Slocum, Memorial Hoagland, Lincoln and Bethany Memorial. Single schools are being supported by Dr. C. N. Hoagland and George Foster Peabody, and other philanthropic people are contributing generously toward the support of schools in different localities. Mr. Frank L. Babbott said that Brooklyn seemed to be behind other large cities in the kindergarten movement, but he was glad to notice that during the last two or three years there has been a great awakening on the subject, and it was his belief that within a few years Brooklyn would be abreast of other cities in this regard.

Miss Adelaide S. Moore is kindergartner at Westbrook, Ct.



The ladies of Fort Worth, Tex., have organized a kindergarten association with Miss Eliza Whitmore as president and Mrs. William Capps, secretary.

Miss Ida M. Lining, director of the free kindergarten at W. O. T. U. Home at Charleston, S. C., mentioned among recent visitors, Miss Frances Willard who expressed great interest and pleasure in the work, and remarked with strong emphasis, "I believe in the kindergarten."

Mrs. Holyoke and Mrs. Heller, who are in the kindergarten work at Omaha, Neb., are assisted by Misses Effie Moxham and Fannie Tibbets.

Miss Bellingrath and Mrs. Colson assist Mrs. Cutten in the free kindergarten at Atlanta, Ga.

Arrangements are being made at Rochester, N. H., to establish a kindergarten next fall.

Miss Leonie G. Richard has charge of the kindergarten for colored children at 237 West Forty-first street, New York. Mrs. C. E. Bargnet is her assistant.

Mrs. Lucretia W. Treat recently gave a talk on "The Relation of the Kindergarten to Home, School and the Church," before a large and appreciative audience in Johnstown, N. Y. Mrs. Treat was the guest of the private kindergartner, Miss Mabel E. Candee.

Mrs. F. B. Cherington is lecturing before the normal class at Oliver hall, Spokane, Wash.

Miss Jennie Hunter of New York city delivered a kindergarten lecture at Memorial Institute, New London, Ct., February 22.

Miss Susan Plessner Pollock of Washington has had charge of the kindergarten department connected with the Florida Chautauqua at De Funiau Springs, which closed March 18, after a session that was crowned with success. During her stay there she also delivered a course of lectures on the kindergarten

system as adapted to older grades and pupils, before the students of the Florida State College, by invitation of President C. P. Walker.

Miss Mary Cooper who recently died at Indianapolis was the sister of Mrs. Eliza G. Blaker. She was an earnest worker in the kindergarten field, being associated with her sister, was possessed of an exceptionally bright mind and a warm friend of the children.

Miss Winona Douglass, superintendent of the free kindergartens of Chattanooga, Tenn., in her report speaks of one teacher who had been with them but a few weeks who said that already it seemed as though her thoughts upon every subject had undergone a change. The private kindergarten under the care of Miss Georgia Oller has made a steady increase over last year.

The officers of the Skowhegan, Me., association are as follows: President, Mrs. L. W. Western; vice-president, Mrs. F. O. Sawyer; secretary and treasurer, Mrs. F. W. Allen.

The class of 1896, taught by Miss Mary J. Garland, Boston, have voted not to have any public graduating exercises, because of the death of their instructor, Miss R. J. Weston.

A kindergarten has been started in Bennington, Vt., with Mrs. C. T. Hoyt in charge, assisted by Misses Dewey and Ransom.

The underlying thought in the programme for March in the public kindergartens in Philadelphia, is the universality of industry, as shown in its stirring life of early spring, buds, birds, butterflies and fish.

The Bucksport association gave an entertainment February 13, at the Woodman villa on Franklin street, refreshments and the Alhambra punch being served.

The Presque Isle association are to have an old folks' concert during the present month.

Miss Lillian R. Black has a kindergarten in the Jerome block, Aspen, Col., with Miss White as assistant, who through the winter has been around each morning with a sleigh to collect the children.

Miss Hattie C. Tucker takes the place of Miss Alden at the Brockton, Mass., kindergarten.

Miss Elinor Arthurs will be the director in the new kindergarten at the Ninth ward school, Allegheny, Pa.

Mrs. Jackson has opened a kindergarten at New Market, N. J.

The kindergarten department of the Institution for Deaf Mutes, Eleventh avenue and One Hundred and sixty-fifth street, New York city, is in charge of Miss Mary E. Unkart.

Miss Ida Walker has been chosen principal of the Musgrave street kindergarten, Germantown, Pa.

A new kindergarten has been opened at Dayton, O., by Miss Beessie Lake. This kindergarten has its sessions in the afternoon as Miss Lake has charge of the kindergarten at the Children's Home in the morning.

Misses Essie Allen, Ella Porch and Ellen Stoy were the February graduates from the New Albany, Ind., kindergarten training school.

A free kindergarten has been opened at Grace Methodist Episcopal church, 104th street and Columbus avenue, New York. Mrs. Jennie L. Balcom is the kindergarten.

Miss Martha Spalding has charge of the free kindergarten of the Women's Educational and Industrial Union of Syracuse, N. Y.

At San Francisco, Cal., Miss Grace Jenkins and Miss Louise Johnson have a free kindergarten. Miss Beth Laughton teaches in the Silver Star free kindergarten. Mrs. Laura Gilbert has the kindergarten in Miss Bolt's private school; Miss Laure Ralton is kindergarten in Miss Breslaur's private school. Miss Miteu Ouv is working in connection with the Japanese Mission school. Miss Grace Morris has opened a private kindergarten.

Miss Ella Holmes has the kindergarten connected with Miss Head's private boarding school at Berkeley, Cal.

The kindergarten in the public school at Geneva, O., under the charge of Miss Georgia A. Hodges, with three assistants is a great success. There are fifty names enrolled.

At Oakland, Cal., Miss Anna Jones is teaching in Miss McFarland's free kindergarten; Miss Isabelle Kirk and her sister have opened a private kindergarten in East Oakland.

Miss Effie Eversole has a private kindergarten at Vacaville, Cal.

Miss Mary Binckley is in the work at Los Angeles, Cal.

Mrs. Cullen has twenty-five little ones in her kindergarten at the Moore Memorial church on Luckie street, Atlanta, Ga.

Another free kindergarten has been opened in Kalamazoo, Mich., under the direction of Misses Clara Low, Laura Pixley and Althea Fletcher.

Mrs. Al Bolles, who has been in the kindergarten work in Baltimore, has opened a private kindergarten in Grand Rapids, Mich.

Misses E. R. Mimms, Julia A. Smith, Josie May, Belle Silliman, Carrie Goldsby, Josie Wallace are kindergartners in the public schools at Augusta, Ga.

A new training school was opened in January in Sacramento, Cal., by Miss Mary F. Ledyard, who for many years has conducted the San Jose Training school, of which the new school is to be a branch.

Miss Evelyn P. Reed has opened a kindergarten at her home at Andover, Mass.

Olive Norton has thirty-six children enrolled in the kindergarten at Tacoma, Wash., with an average attendance of thirty-two.

Mrs. James L. Hughes of Toronto in her talk to mothers and kindergartners at Syracuse, N. Y., said that the only true safeguard against the wrong in the world was to plant and nourish true ideals in the child, which should be the compelling forces in its life. To narrow the child's life in any way is a wrong done to the child. The first seven years of a child's life is the co-ordinating period, the time when they are fitted or unfitted according to their training for the years to come.

The ladies of the free kindergarten of Louisville, Ky., announce the opening of a class for children's nurses. The work is in charge of Miss Finie Burton.

Mrs. Cheney and Miss Mary Allen are private kindergartners at Atlanta, Ga.

Miss Maud Woodruff is kindergarten training teacher at Knoxville, Tenn.

At the commencement exercises of the Cleveland, (O.) Normal Training school Miss Mary Akers read an essay on "Play as an Educational Factor," which was illustrated by a kindergarten class under Alice H. Clyne.

Nashville, Tenn., has one of the oldest free kindergarten associations in the South. Mrs. L. H. McHenry is president and Miss Jennie Evans is training teacher. There are 150 children and eight kindergartners connected with it. At Ward Seminary, Miss M. K. Williams has a kindergarten of forty-six children and a training class of eight pupils.

Miss Agnes Spencer is kindergartner at Columbus, Ga.

The Oberlin (O.) Free Kindergarten Association supports three free kindergartens. Mrs. A. G. Comings is president. Mrs. W. B. Gerrish, secretary; Miss Bertha E. Montgomery is principal of the training school.

Mr. G. D. Ackerly is president of the Free Kindergarten Association at Jacksonville, Fla., Mrs. J. W. Archbald is secretary.

At the annual meeting of the Aurora (Ill.) Kindergarten Association the feeling was unanimous that the kindergarten should become a part of the public school system. Officers were elected as follows: President, Mrs. C. C. Smith; vice-president, Mrs. J. W. Nelson; recording secretary, Mrs. S. J. Ricker; corresponding secretary, Miss Kusel; treasurer, Mrs. Murray; president executive committee, Mrs. William S. Mack.

The movement inaugurated by the Civic Club of Philadelphia to decorate the schoolhouses of the city, so that the children may become the unconscious recipients of a true love of art, is making encouraging progress. At the Hollingsworth kindergarten Raphael's Sistine Madonna and the landscapes of Maur are shown in large photographs, and casts of Andrea della Robbia's Bambini and Lucca della Robbia's Dancing Boys. At the Landreth kindergarten, modern art as well as ancient will be represented. Carbon prints of characteristic landscapes by Troyon & Corot, and of Millet's celebrated painting, The Gleaners, have been chosen. Murillo and Donatello will be represented respectively by prints of Little St. John and the Lamb and St. George. There will be casts of Della Robbia's Singing Boys and Donatello's St. John.

The promoters of the Boston Peabody House project are still working hard to fully equip the building, but do not expect to get well started in it before the middle of April. An entertainment under the management of the Eastern Kindergarten Association is being planned for this month, and there is also a prospect that the April meeting of the association will take the form of a house warming.

The free kindergarten society at Atlanta, Ga., has moved to 149 Magnolia street. There are twenty-five children in the kindergarten and Mrs. Z. Adams Cutten is principal.

### "THE BAD EYE FACTORY."

#### DR. SCRIPTURE'S VIEWS ABOUT IT.

An article entitled "The Bad Eye Factory," by Prof. Scripture of Yale University, in the *Outlook* for February 29, has attracted a good deal of attention among kindergartners. He deprecates in the beginning the "school bad eye" is particularly exasperating because it is thoughtlessly and needlessly but irrevocably bestowed upon us by the school. He then inserts a card for testing nearsightedness, which he says should be used with children twice a year. Many statistics are next given showing the increase of this evil as the pupils advance in the different school grades, from one to two per cent. among the youngest children when they enter to sixty eight per cent. among college graduates. The trouble is occasioned by holding work too close to the eyes in the early years of life when the eyes are soft. Prof. Scripture lays down the law that work of any kind should never be held nearer the eyes than fourteen inches, even in the case of adults, and young children should never be obliged to look at objects at that distance for any length of time.

Taking up the kindergarten occupations Prof. Scripture attacks the pricking, giving the intricate pattern of a dog's head which he says the child is expected to prick. He adds that the pattern is no exaggeration and that he has several that are worse in his possession. He next attacks the sewing with worsteds, then the cork or pea work, the making of chains with straws and paper circles and finally the stringing of the wooden beads, which he characterizes as "fairly bad." Indeed it was while watching his little girl in her efforts to string these beads that the idea came to the professor that the kindergarten might not be absolutely perfect. Passing from the kindergarten to the schools Prof. Scripture shows in fractional dimensions what the size of the type and spaces ought to be in school books, and how remiss publishers are in these matters.

When he comes to sum up his case against the existing order of things Prof. Scripture insists that the occupations which he has named as injurious should be stricken out of the kindergarten training course, because these exercises are among the very worst for producing shortsightedness and they will never be missed, because the kindergarten is rich in newer and better occupations. Beyond this he would require

that regular school work with books should not begin until the completion of the seventh year and instruction in writing be postponed till the tenth year. He would substitute chart and black-board teaching as far as possible for book and desk work in the lower grades, prohibit slate work, the use of books having italics and scrip letters in the younger classes and all books printed in type that is below the standard which prescribes that the small letters shall not be less than one-sixteenth of an inch high. Finally he would have the eyesight of all the children tested twice a year and the results reported to the parents.

The *Boston Advertiser* took up Prof. Scripture's article in good earnest and sent out its reporters to note the situation in that city. Miss Fisher as supervisor of public kindergartens naturally was interviewed, with the following result.

#### WHAT MISS FISHER SAYS.

"I cannot think that Dr. Scripture has gone over the ground very carefully, or he would not have made some of these statements. I should prefer to think he has drawn his conclusions from the work in Germany rather than in America, for the facts in the case do not support his statements.

"For instance, Dr. Scripture speaks about the first Froebelian occupation with the perforating needle. As a matter of fact, the perforating paper is not used at all now in the Boston kindergartens, and I suppose it has been abolished in nearly every large city.

"It was given over because it was found to be a little trying to the children whose eyes were inclined to be the least bit sensitive, and every kindergarten is supposed to pay especial attention to the requirements of each individual child under her charge. That is one of the principal duties of the kindergarten teacher.

"As for the sewing with worsteds, I cannot imagine what Dr. Scripture means when he says: 'The second Froebelian occupation is sewing with worsteds. It is the same thing as in perforating—only worse. There the child has a real dot at which to aim his needle; here he has often only an imaginary one.'

"Anyone who knows anything about the cardboard for the worsted works knows that the holes are large enough to admit a large sized darning needle, and that they can be seen at a long distance from the eye. And we are constantly enlarging the holes, so that there can be no possibility of danger.

"The stringing of wooden beads seems to me the least harmful of any possible occupation. They are strung upon a cord larger around than a big shoe lacing, and the work can be done perfectly well with the eyes shut. As to the straws and paper circles, I should say the same thing.

"And in general, if I were to reply to Dr. Scripture's article, I should say that harm may be easily done if fine holes are used in the cardboard, and especially if too fine strips are used in weaving, an occupation of which Dr. Scripture says not a word. But I claim that we have abolished all those things that may tend toward the injury of the eyes.

"Of course, we cannot provide against the contingency of constitutionally weak eyes, neither can we offset the injury that may be done to the eyes of children in infancy or during that portion of the time in which the children are not in the kindergarten. It seems to me that Dr. Scripture makes a grave mistake in asserting that the schools are chiefly to blame for the short-sightedness of maturer years. There are countless agencies that may contribute to such a result, and I do not feel that the kindergarten deserves being made the chief and foremost among such agents."

#### FURTHER BOSTON INVESTIGATION.

After seeing Miss Fisher the reporter called on Dr. E. M. Hartwell, the supervisor of physical culture in the Boston schools. He expressed himself as feeling that the kindergarten is not chiefly to blame for short sightedness. It may be, under wrongly-advised teachers, an agency in producing harmful results. That is all that can be said without careful investigation of the kindergartens themselves. When asked what provision had been made in Boston for testing the eyes of school children the doctor said that no office for defective vision had ever been created by the school board, and so, since it is no one's business at present, no one knows anything about the eyes of Boston school children. The reason is, not because there is no need of such an office, but because the people have not yet become roused upon the subject. There is absolutely no provision made by the school board for deafness, defective vision, deformity, or anything of like nature. The reporter next visited the Hudson street kindergarten. The kindergartner upon finding out the object of the visit set the children at work. One group of children was set

to stringing straws and wooden beads, while another little circle was given cardboard and worsteds. There were but two children in the kindergarten troubled with weak eyes. At least the teacher had not been able to detect signs of defective vision in any others. The children sat in their little low chairs with the pieces of cardboard before them. The holes were so large that they could easily be seen at a distance of eighteen inches, and the reporter noticed that only one of the children, the little girl with the weak eyes, bent her head over the work, holding it perhaps not more than seven or eight inches from her eyes. The average distance for the children was twelve inches. The bead stringing was next observed. As an experiment, the children were asked to shut their eyes while they worked, and it was noted that with one or two exceptions the work went on quite as before. Next in order the reporter visited also the primary school which is made up from the kindergarten children of the Hudson street school. The teacher in charge said that to her knowledge only two of the children were short-sighted, and that the defect was constitutional. She rarely had to tell the children not to hold their books too near to their eyes, for they preserved the proper distance in all cases. To prove this, she had the children read from their reading books for the visitor, and it was noticeable that the children not only showed no signs of wishing to conceal their faces between the covers of their books, but that they stood in a straight and soldierly manner as they read the short and simple sentences before them.

The *Advertiser* concludes its report of the investigation with these words: Of course, one kindergarten and one primary cannot be taken as typical of the state of affairs throughout the schools of the city. As Dr. Hartwell says, no one knows about it as yet, and there may be much work to be done. But proof of a damaging nature has not yet been brought against kindergarten work.

An unpretentious but cosy looking brick building, 616 State street, is the home of the Harrisburg (Pa.) free kindergarten and day nursery. The idea of a free kindergarten was conceived about two years ago by Mrs. Agnes Kemp, M. D., and the institution began its existence at Lafayette hall more than a year ago. Later it was removed to Liberty street, and thence to its present place.

Mrs. Elizabeth Crashaw is matron and Miss Berti Brown is kindergartner. The business of the institution is conducted by a member of the benevolent ladies of Harrisburg, organized with the following officers: President, Mrs. Louis W. Hall; vice-presidents, Mrs. Jacob Simonetti, Mrs. Robert Snodgrass; recording secretary, Mrs. Levi B. Alricks; corresponding secretary, Mrs. F. Asbury Aul; treasurer, Mrs. Ellis L. Mumma.

The third annual report of the Fresno, Cal., free kindergarten association shows that an immense amount of good work is being done. The members feel that they have been fortunate to keep Miss Catherine Moore as kindergartner over two years and a half and to this fact owe much of the success of the kindergarten. The present officers of the association are as follows: Mrs. Thomas E. Hughes, president; Mrs. T. C. White, vice-president; Mrs. Wyley J. Tinnin, secretary; Mrs. H. D. Colson, treasurer.

For a long time an effort has been made to maintain a kindergarten and industrial school at the building erected by Mrs. Will and Mrs. Stimson on Lafayette street, Los Angeles, Cal. Recently an organization has been formed to be known as the Stimson-Lafayette Industrial Association. It is proposed to carry on simply a kindergarten at present, but a new building will soon be erected and advanced industrial training introduced. The election of officers resulted as follows: For honorary president, Mrs. T. D. Stimson; president, Mrs. C. N. Flint; vice-presidents, Mrs. L. C. Black, Mrs. Charles Munroe, Mrs. L. W. Blinn; recording secretary, Mrs. J. F. Waterman; financial secretary, Mrs. O. B. Jones; treasurer, Andrew P. West. The teachers now in charge are Mrs. Etta Reed and Miss Ella Clark.

Kindergarten work has been recently introduced in the Illinois School for Deaf and Dumb at Jacksonville, Ill. A new building has been built for this especial work. The structure is fireproof and is said to be the first state building of the kind erected in Illinois.

Miss Nannie Kerr will open a kindergarten in Searcy, Ark.

A correspondent writing from San Francisco says: We were disappointed in KINDERGARTEN NEWS. There is too much talk and too little work for our needs. We want songs, suggestions for work, devices of interest, etc. We wish to discontinue THE NEWS.

## PUBLISHERS' COLUMN.

Some friends of KINDERGARTEN NEWS have been disappointed of late because their contributions have been received too late for insertion in the number for which they were intended. In the early days of this publication there was an understanding that it would appear about the 15th of the month. The present publishers have always maintained that it ought to be issued promptly with the opening of the month, but a variety of causes have usually conspired together to make it a little late. They feel, however, that in future such a thing must not be allowed to happen, unless there is some special and urgent reason for it, and that if necessary a good deal must be sacrificed for the sake of promptness. We mention this matter here because under the new method of publication we cannot agree to receive copy after the 20th of each month with any assurance that it can appear in our next issue.

March has been prolific with matters of interest to kindergartners, and we find that the review of the Jacksonville meeting and the Bad Eye Factory, the mention of Ross Turner's lecture on "Color in the Kindergarten," the death of Prof. John Kraus and the space given to the usual departments have together served to postpone several contributed articles which would have otherwise found a place here, and which we shall be glad to use in future. On this account we crave the indulgence of the contribu-

STATE OF OHIO, CITY OF TOLEDO, *ss.*  
LUCAS COUNTY,

FRANK J. CHENEY makes oath that he is the senior partner of the firm of F. J. CHENEY & CO., doing business in the City of Toledo, County and State aforesaid, and that said firm will pay the sum of ONE HUNDRED DOLLARS for each and every case of CATARRH that cannot be cured by the use of HALL'S CATARRH CURE.

FRANK J. CHENEY.

Sworn to before me and subscribed in my presence, this 6th day of December, A. D. 1886.

{ SEAL. }

A. W. GLEASON,  
*Notary Public.*

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tors whose favors do not appear, even though they have been promised space in April.

If you are interested in Sunday school models and material send for the new catalogue, small size, which we publish.

Advertisers will do well to remember that our subscription list is constantly increasing. And our subscribers are just the people whom advertisers want to reach.

We make special terms to kindergarten training classes if they send cash subscription on a single list.

Now is the time to subscribe for KINDERGARTEN NEWS and to get all your friends to do likewise. It is growing better all the time and you are sure to be in good company.

While in some cases we make a reduction where a number of subscriptions are sent at once, we never accept a single subscription for less than fifty cents. Some people have the idea that because the magazine could formerly be secured for twenty-five cents that this rate still prevails.

Subscribers in foreign countries, except Canada, must remit twenty cents for postage, in addition to the regular subscription price in sending for the News, as it costs that amount to the publishers to send the magazine out of the United States.

Kindergarten teachers who are willing to change location for a better salary or advanced positions should address Mr. Orville Brewer, Teachers' Co-operative Association, 101 Auditorium Building, Chicago. Mr. Brewer has frequently been called upon to fill such positions as Principal, or Assistant in the Public Kindergarten Schools of Milwaukee, Cincinnati, Covington, and other large cities, as well as in Private Kindergartens. He prefers teachers with large experience, but often has positions for beginners who have had a thorough preparation.

## AN APRIL PROGRAMME.

## FROM THE MILWAUKEE NORMAL SCHOOL.

The Resurrection of Life. Thought for the month (in connection with the general thought for the year, viz.; Interdependence.) General outline for circle work, through the month into which the list of stories, songs and games is woven.

The reign of King Winter is over. Easter has come to call the sleeping things to life, and growth, and helpful growth again. We must soon say a long "good-by" to Jack Frost, for he is going away to the cold northern home of "Hexa," the beautiful snow princess.

The winds that have blustered about "in a most ungallant way," must now blow a softer gale. For little Miss April has come with her warm sunshine and rain. Though showers come very often they are only tears of joy, when Mother Nature welcomes back to wood and plain and lawn, the grass, and birds, and she smiles through her tears to find at her feet the wind, flowers and snowdrops and dandelions.

The alder, and willow are gayest of all, with their silver fur blossoms and powdery curls; and their buds growing daily more green.

There isn't a bush, or a tree in the ground, that doesn't feel glad, at its very heart, as it feels its life blood, the sap, flowing up to waken the birds, in their little cradles of brown.

There is sap to spare, too, in many big trees, and the buckets are hung out, and huts built in which to boil the sap. This is called a maple-sugar camp.

There are other trees in other lands, too, that are sending us their sap. If we pay our dues for our rubber shoes, to whom, think you, our thanks will go?

The farmer is busy from morning till night, with his plow and harrow, and all kinds of seeds, and even the sleepy potatoes have been brave enough to come out of their cellar bins, and go down into the ground for a while. Their cousins, the lily bulbs, found long ago, that a pot full of earth, was a good place to grow into plants, strong and beautiful. These have left dim, dark houses, and come up into the light. The tulips and daffodils, in dresses most bright are feeding on sunshine in many a meadow.

And the strangest of strange things will happen some Spring day, when a brownish gray bunch that hangs down from a stem or twig, will turn out a beautiful butterfly, just as a chicken comes out of an egg.

Now Spring gives all these things to the month of April to attend to; but she has given her one thing more, and that is the birthday of another very good man. If I tell you some stories about him, how when he was a boy, the brick, and the flowers and the stones were his playmates and friends, and we know more about them, than his father did, and how when he was a man he would rather make blocks and tablets and rings for the children, and show them how to play with them, than to eat his dinner, you will like to remember him every year on his birthday in April. You will wish to bring your most beautiful minerals, plants and animals to the kindergarten, and build the prettiest of forms with the playthings that he planned for us, and so help to keep him alive in the hearts of the little children.

## TABLE WORK.

Thought for April.—Resurrection and Life.

## FIRST WEEK.—EASTER.

## MONDAY.—RAIN.

*Gift Period.*—Peas work used to make frame for umbrellas.

*Occupation.*—Folding paper circle to cover umbrella.

## TUESDAY.—SUNSHINE.

*Gift.*—Color Tops.

*Occupation.*—Water-color paints. Yellow emphasized.

## WEDNESDAY.—EASTER FLOWERS.

*Gifts.*—First, for little children. Colored sticks for older children.

*Occupation.*—Weaving, flower colors.

## THURSDAY.—LILY.

*Gift Period.*—Handle roots and plant bulbs and potatoes.

*Occupation.*—Clay, bulbs and lilies.

## FRIDAY.—REVIEW THOUGHT OF WEEK.

*Gift Period.*—Clay, flower pots.

*Occupation Period.*—Fill with earth and plant seeds.

## SECOND WEEK.—BUDS, TWIGS, SAP.

## MONDAY.

*Gift.*—Sort real twigs according to color of bark and arrangement of buds.

*Occupation.*—Water-color paints.

## TUESDAY.

*Both Periods.*—Clay, twigs and buds.

## WEDNESDAY.—SAP.

*Gift.*—Second Gift cylinders for trees.

Second Gift beads for pails.

*Occupation.*—Examine and taste real sap

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THURSDAY.—RUBBER.

*Gift, Tablets.*—Represent things made of rubber.

*Occupation.*—Folding shoes, coat, etc.

FRIDAY.—REVIEW SUBJECTS TALKED OF DURING MONTH.

*Gift.*—Free invention with Fourth, Fifth or Seventh Gifts.

*Occupation.*—Finish work begun during the month.

THIRD WEEK.—FREBEL'S BIRTHDAY.

MONDAY.

*Gift.*—Sticks and rings. Free invention of things we liked.

*Occupation.*—Make red, white and black badges to wear.

TUESDAY.

*Gifts.*—Use all the gifts, each child making a different thing.

*Occupation.*—Fold a form of symmetry.

WEDNESDAY.

*Gift, Tablets.*—Geometric forms that Frebel found on rocks and minerals.

*Occupation.*—Geometric folding series.

THURSDAY.—HIS HOME.

*Gift.*—Building gifts, as the children can use them. Sixth, for the oldest children to make a house for him.

*Occupation.*—Pasting parquetry floors.

FRIDAY.—FURNITURE.

*Gift.*—Third and Fourth, or Fifth and Sixth.

*Occupation.*—Folding furniture.

FOURTH WEEK.—BUTTERFLIES AND BIRDS.

MONDAY.

*Gifts.*—Triangular tablets, to represent wings of butterfly.

*Occupation.*—Fold butterfly.

TUESDAY.—BIRDS.

*Gift.*—First, for youngest children; fifth, for older children. Make bird-house.

*Occupation.*—Fold bird-house.

WEDNESDAY.—NESTS.

*Gift Period.*—Examine real ones.

*Occupation.*—Weaving, and clay.

THURSDAY.—THE SPRING. THINGS THAT APRIL HAS BROUGHT.

*Gift.*—Children choose material to represent something talked of in the opening circle.

*Occupation.*—Finish those already begun.

FRIDAY.—REVIEW SUBJECTS OF THE MONTH.

*Gift.*—Let children choose material. Let them make anything they wish to.

*Occupation.*—Finish work of month.

#### SUGGESTIONS FOR MORNING TALKS.

" Little you ween  
What April days mean,  
Ask your dear mother, my little Christine.  
She has her April showers  
Many long lonely hours,  
But you are her sunshine, my little Christine."

April, John Burrough's Birds and Poets.

#### KINDERGARTEN GEMS BY KETCHUM.

The Easter Lilies, page 225.

Butterflies, page 181.

A Seed, Primary Education, January, 1895.

#### MORLEY'S SONG OF LIFE.

Candy, page 140.

Sugar, page 185.

Frogs, page 68.

#### GREGORY'S PRACTICAL SUGGESTIONS.

Rubber, page 181.

#### FIRST STEPS IN NATURAL SCIENCE.

A Study of Twigs, page 56.

#### IN THE CHILD'S WORLD, POULSSON.

Spring, page 268.

Friedrich Frobel, page 276.

Trees, (The Maple Tree's Surprise), page 253.

Butterfly, page 302.

Farmer, page 322.

#### MOTHERS' PORTFOLIO.

Story of Frebel for Children, page 11.

#### LITTLE BROWN TREASURE BOXES.

A Seed and a Butterfly, March, '93.

#### CHILD GARDEN.

Spring Call to the Seeds, May, '94.

#### KINDERGARTEN NEWS.

Letter from Madam Frebel, March, '94.

An Easter Story, April, '95.

What Spring Brought to Kindergarten, April, '95.

A Robin Story, May, '94.

#### STORIES.

##### POULSSON'S "CHILD'S WORLD."

Spring and Her Helpers, page 265.

A Lesson of Faith, page 307.

The Wake Up Story, page 113.

Baby Calla, page 153.

A Queer Place for a Bird's Home, page 158.

Carl and the Earthworms, page 181.

#### WIGGIN STORY HOUR.

Aqua; or The Water Baby, page 58.

#### MOTHERS' PORTFOLIO.

Story of the Seeds, page 167.

Story of a Raindrop.

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#### TALKS AND TALES.

The Caterpillar and Butterfly.

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## KETCHUM'S KINDERGARTEN GEMS.

Potato Child, page 82.

## SONGS AND GAMES.

The Year's at the Spring.

The Day's at the Morns.

Morn's at Eleven.

The Hillsides Dew-Pearled.

The Bird's on the Wing.

The Snail's on the Thorn.

God's in His Heaven.

All's Right With the World! Adapted  
from Browning.

## SMITH SONG BOOK.

When the Earth Wakes Up in Gladness,  
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Spring Song, page 18.

Spring Song, page 16.

Easter Song, page 17.

Rain Song, page 88.

## HAILMANN BOOK.

The Spring, page 30.

April Showers, page 38.

Raining, page 34.

The Earth and the Clouds, page 37.

Spring Flowers, page 67.

## TOMLIN'S BOOK.

The Seed Baby, page 28.

Pussy Willow, page 62.

## JENK'S AND WALKER SONG BOOK.

To the Great Brown House, page 28.

Little Flowers Came Through the Ground  
at Eastertime, page 20.

Alder by the River, page 28.

Little White Lily, page 37.

## EMERSON AND BROWN.

Snowdrops, page 25.

Winter Storms Have Fled Away, page 64.

Butterflies, page 10.

In the Fall Boughs, page 40.

## HUBBARD.

Spring, page 177.

Easter, page 66.

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Frogs, page 140.

Fröbel's Song, page 169.

In the Branches of a Tree, page 25.

Wake Says the Sunshine, page 86.

## KINDERGARTEN NEWS.

Welcome Robins, May, '94.

## FINGER PLAYS.

## KINDERGARTEN GEMS, KETCHUM.

Who Likes the Rain? page 152.

Frogs at School, page 189.

Fröbel's Birthday Song, page 219.

## POULSSON'S NURSERY STORIES AND RHYMES.

The Endless Story.

The Caterpillar.

In My Little Garden Bed.

How the Corn Grew.

## DEATH OF PROF. JOHN KRAUS.

Prof. John Kraus died in his rooms at the Hotel San Remo, New York City, on the night of March 4. He was born on February 2, 1815, in Nassau, Germany, where his father was engaged in farming on a large scale. His mother died when he was three years old, and his father died when the son was a young man. Early in life the future professor served the required term of service in the cavalry at Wiesbaden, and afterward fitted himself for an educational career. For about ten years Prof. Kraus was active in educational work in his native country, and he received testimonials from the government in appreciation of his services.

In 1851 he came to this country, where he continued in the same line of usefulness. At one time he managed and owned a small educational paper in Texas. When the Bureau of Education at Washington was founded in 1867, with Dr. Henry Barnard as its head, Prof. Kraus was asked by Dr. Barnard to become connected with it. Prof. Kraus remained with the bureau up to the time of his entering actively into kindergarten work in New York, in 1878. Prof. Kraus contributed some of the earliest letters on the kindergarten system of education which were published in newspapers in this country. An elaborate article by him on "The Rise and Progress of the Kindergarten" was published in the report of the Commissioners of Education in 1871.

On severing his connection with the Bureau of Education, Prof. Kraus helped to found a normal training school for kindergarten teachers in New York. He was assisted in this work by Miss Maria Boelte, who became his wife in 1878. She was associated with him in the authorship of a book on kindergarten work, entitled "Practical Guide to Kindergarten for Mothers and Kindergartners."

Prof. Kraus was acquainted with Fröbel, and was also a friend and co-worker of the late Baroness von Marenholtz Bulow, who was a pupil of Fröbel and a propagator of Fröbel's theories in Germany, France, England, Belgium and Italy. He also numbered among his friends Dr. Wrichard Langé and Erasmus Schwab of Vienna, the founder of the school gardens. A solemn requiem high mass was celebrated for him March 7, at the Church of Assumption, Forty-ninth street and Tenth avenue, the burial being private.

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## THE KINDERGARTEN MAGAZINE FOR APRIL

Whitney, Superintendent of Saginaw, Mich. public school; Fröbel's Birthday, by Kate Douglas Wiggin; The Uniform Standard for the German Kindergarten Normal Schools; Miss Peabody's tribute to the west in her personal letters; Wordsworth's Immortal Ode, by Andrea Hofer; Chips from the Daily Workshop, by practical workers.

**THE MAY NUMBER** of the **KINDERGARTEN MAGAZINE** will bring memorial matter appropriate to the centennial anniversary of the birth of Horace Mann, the father of our American free school system. An article will be contributed by Henry Sabin, one of the most devout disciples of Horace Mann; also an illustrated article of reminiscences by Thomas Charles, who was a pupil of Horace Mann. Single numbers of this Magazine may be secured by forwarding ten two-cent stamps to the publisher's address, **KINDERGARTEN LITERATURE CO.**, 166 S. Clinton Street, CHICAGO.

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THE LATEST NEWS.

Our magazine is so full of good things this month that we are compelled to use a part of the cover for the latest announcements.

The meetings of the Kindergarten Department, National Educational Association, will be held at Buffalo Wednesday and Thursday afternoon, July 8 and 9. The programme is expected to be as follows: First day—"The Purpose of the Story in the Kindergarten," Sara E. Wiltse; "Child Study for Fathers and Mothers," Prof. M. V. O'Shea, Buffalo; "Parents' Study Classes," Anna K. Eggleston, Buffalo; "The Children of Our Cities," Mary E. Mc Dowell, Chicago. Second day—"Allies of the Kindergarten Movement," Caroline T. Haven, New York; "Organization, A Social Ideal—an Educational Ideal," Ellen M. Henrotin, president of the general federation of Women's clubs; "Possibilities of a Kindergarten Club," Bertha Payne, Chicago.

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The Connecticut Valley Kindergarten Association have voted to become a branch of the I. K. U. The spring meeting at Hartford was well attended and the address by Miss Wheelock, on the International Kindergarten Union, and by Miss Haven regarding "Nature Study" were heard with pleasure and served to aroused enthusiasm. The closing remarks of Dr. Barnard, describing a visit to the poet Wordsworth sixty years ago marked the fitting close of a delightful afternoon.

Miss Florence Scales of Portland, Me., will be the leading kindergartner at Peabody House, Boston, when that institution is opened.

We have received for review in May a very attractive book "In Mythland" by M. Helen Beckwith of Florence, illustrated by Susanne Lathrop of Northampton.

We intend to publish in May two pages of music by Miss Katharine Montz of Louisville, "Sunshine Good Morning" and "Greeting," the words being by Mrs. Letcher Riker and the arrangement by John H. Norman.



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VOL. 6.

SPRINGFIELD, MASS., MAY, 1896.

No. 5

## CONCERNING FROEBEL'S PICTURES.

BY HENRY W. BLAKE.

Whoever undertakes to make a collection of the pictures of Friedrich Froebel which are floating about in different countries, will soon find that he has a varied and unique set of curios on his hands. If he further undertakes to trace these different pictures to their several sources he will discover that his task is difficult indeed.

Here in America a tradition has long been in circulation to the effect that there is an original oil painting of Froebel in the city of Dresden and that some of the photographs which represent Froebel as a young man were taken from that painting. So far as we have been able to learn, however, the facts do not justify this tradition. The only oil painting of Froebel which we have been able to locate definitely hangs in the schoolhouse at Oberweisbach and was painted by H. Enders, an artist who is a resident of Froebel's native village and a member of the Royal Acadamy at Dresden. Apparently this picture was painted long after Froebel's death. In a letter written last year from Dresden to the United States consul at Sounenberg, Mr. Enders says: "In answer to your honored communication I would respectfully inform you that I made the painting of Friedrich Froebel in the schoolhouse at Oberweisbach from a steel engraving. I have given myself the trouble lately to

make inquiries about an original painting here in Dresden, but I am informed from a reliable quarter that there is no such picture to be found. There is, however, here in the Froebel Institute, a good original bust, which is supposed to be the only one in existence, and which was considered by Froebel's contemporaries a very good likeness."

The village rector at Oberweisbach, a successor of Froebel's father in the pastorate, who lives at the birth-house and is president of the Froebel society, also writes to the consul on the same subject, as follows: "In regard to your inquiry about an original picture of Friedrich Froebel, I have been to his widow about it, but without success. An original bust of Froebel is to be found in Dresden in the Children's Home or Kindergarten which is under the patronage of Princess Frederick August. The picture of Froebel here was painted from a small engraving by a resident artist." In closing his letter the rector says: "We would be grateful to you if you would kindly tell your transatlantic constituents that now, here in Oberweisbach, the room in the rectory where Froebel was born is identified and is willingly shown at any time, together with sundry Froebel relics." In summing up the case, after diligent investigation, D. J. Partelly, the consul mentioned above, writes: "An original photograph or painting of Froebel does not exist."

Such would seem to have been the condition of affairs sixteen years ago when the people of Germany began making preparations for the centennial celebration of Fröbel's birthday. A committee of gentlemen was appointed to select the best picture which they could find for reproduction in a popular form in connection with that event. They chose Mr. Enders's painting at Oberweisbach and the picture which was then lithographed from that painting and is now most common in Germany is known as the "jubilee portrait." It is a reproduction of this "jubilee portrait" which we present to our readers this month. This is the latest picture of the great educator which has been issued, having been made for the publishers of this magazine for use in the Quarter Century Edition Paradise of Childhood by Mr. John H. Sherwin of Springfield, Mass., a competent portrait artist of long experience. When Dr. Henry Barnard of Hartford, Ct., was preparing to publish the first edition of Kindergarten and Child Culture Papers, he sent to Germany for a portrait from which to make an illustration for that book. He writes us that this picture from which his plate was engraved "was thought by experts at the time to be as near the original as we could then get." We have no doubt that this was the same picture from which Enders painted the Oberweisbach portrait. Dr. Barnard employed the noted Frederick T. Stewart of Boston to do the engraving and Mr. Stewart says that the German picture from which he worked was "a very finely executed lithographic portrait," and that with the exception of one or two details, his copy is exact. He adds, "I should judge from the careful and beautiful way in which the head of the picture was worked out that it was done from a fine painted portrait." Unfortunately, however, careful and persistent research has failed to reveal any positive trace of such a painting.

Although Mr. Enders says that the

original of his painting was a steel engraving, and Mr. Stewart describes the picture from which he worked as a lithograph, there is a marked similarity in results, which would indicate that if we could only go back far enough we should find an original picture which formed the basis of the work done by both these artists. But as was indicated in the beginning of this article, it is simply impossible at present to settle all the questions that spring up in connection with our investigation of this character. Some months since two photographs of Fröbel were sent to his widow, with the request that she should identify their origin. Her reply was: "I cannot decide upon a matter which I do not know myself. They are both good pictures." She also added that the Oberweisbach painting is a very good portrait. Mr. Partelly's personal investigations along the same line have fared no better. On one occasion he writes: "In regard to your inquiry as to the last-named photograph, although a descendant of the family, one Otto Fröbel by name, is at present living here in Sonneberg, to whom the said photograph has been submitted, neither Mr. Fröbel nor others of whom we have inquired know of its origin, or as to its correctness."

There can be no doubt, of course, that original pictures were made of Fröbel, and it may be that some of our readers can tell where they are. In that case they will do us and the public a real service by corresponding with the writer. A friend writing from Berlin not long since says that Frau Schrader has a bust of Fröbel, which was made by his nephew, and which she says is the best in existence. Coming back to the present picture, the reproduction of Mr. Sherwin, we entertain no doubt that it is the most authentic likeness of Fröbel to be found anywhere, and we are confident that the reader will agree with us that while it indicates the sweetness of disposition which we all know had a lodgment in

Froebel's heart, it also lacks all expression of weakness, but shows the mental intelligence and force of moral character that is wanting in many Froebel pictures. These portraits are now published apart from the Paradise of Childhood in several sizes, the largest being 15 x 19 inches and the smallest an inch by an inch and a half.

Mr. Sherwin has also made an idealized portrait of Fröbel, from the impressions left on his mind by studying, for a term of years, all the pictures, busts, medallions and descriptions of the man which he could possibly find. It is a quarter-view picture, published in several sizes, and brings out those traits of character which are most definitely expressed in a profile likeness. Whatever else may be said regarding both of his pictures, we believe that the kindergarten public will pronounce them thoroughly life-like and characteristic.

*Springfield, Mass.*

---

#### THE FOOLISH PEACH BLOSSOM.

BY HELEN E. WRIGHT.

Little Peach Blossom lived in a big, brown house in the very center of a queer old orchard. There were so many of the Blossom children and they all looked so very much alike that scarcely any one but their own mother could tell them apart.

They kept her very busy, too, for there were all the dainty little pink dresses to be made every Springtime and all the suits of red and yellow and gold to be worn in the Summer days, when all the little blossoms had grown out of blossomhood into great velvety peaches.

Then, too, there were the little brown nightcaps to be made ready for the long Winter's nap in them and what sweet dreams they had! But one day a strange thing happened. How it ever came about I'm sure I don't know but poor little Peach Blossom awoke a whole month before it was time, and there was the blue sky, just as she had left them when she went to sleep. "Oh," cried

Blossom, "It is Spring." "Not yet," sighed the tree, "Lie still." "Not yet," murmured the wind and he set all the little brown cradles rocking again. "Sleep, sleep, sleep," chirped a cold little chicken underneath the tree.

But Blossom would not listen. Off came her nightcap and tumbled down to earth, out stretched two little arms and soon she was dancing on a bare brown bough all clad in the sweetest pink.

But somehow it was lonely there. She wished she had not broken the cradle for the other blossoms were still asleep. She wished she had not dropped her nightcap, her ears were so cold and the great rough wind tossed her about and tore her dainty skirts. Even the cold little chicken was cuddled up beneath his mother's wing.

"I think," said one tree to another as the shadows deepened, "I think Jack Frost will come to night."

When the sun rose next morning it set millions of tiny diamond eyes to blinking in its light.

"Oh, see!" cried the children. "How pretty the world looks and our old peach tree has a whole overcoat of frost." But they didn't see the one foolish, naughty little blossom hanging dead upon the bough.

*East Oakland, Cal.*

---

#### THE LITTLE SEED.

BY ANNIE E. POUSLAND.

Far down in Mother Earth a tiny seed was sleeping, safely wrapped in a warm, brown jacket. The little seed had been asleep for a long, long time, and now somebody thought it was time for him to wake up. This somebody was an earthworm, that lived close by. He had been creeping about and found that all the seeds in the neighborhood had roused themselves, and were pushing their roots deep down into the earth, and lifting their heads up, up through the soil into the bright sunshine and fresh air.

So when the worm saw this little seed still sleeping, he cried: "Oh, you lazy

fellow, wake up! All the seeds are awake and growing, and you have slept long enough."

"But how can I grow or move at all in this tight, brown jacket," said the seed in a drowsy tone.

"Why, push it off. That's the way the other seeds have done; just move about a little and it will come off."

The little seed tried but the tough jacket wouldn't break, and all the time the worm was telling him how happy the other seeds were, now that they had lifted their heads into the sunshine.

"Oh dear, oh dear!" said the seed, "what shall I do? I can't break this jacket, and I shall never see the beautiful sunshine, besides I'm so sleepy I can't keep awake any longer," and he fell asleep again.

"The lazy fellow," thought the earth-worm, "but it is strange that the other seeds shed their jackets so easily. Who could have helped them I wonder?"

The little seed slept soundly for a long while, but at last he awoke, and found his jacket soft and wet, instead of hard and dry, and when he moved about it gave way entirely and dropped off.

Then he felt so warm and happy, that he cried, "I really believe I am going to grow after all. Who could have helped me take off my jacket and who woke me, I wonder, for I don't see any one near by?"

"I woke you," said a soft voice close by, "I'm a sunbeam and I came down to wake you, and my friends the raindrops moistened your jacket, so that you might find it ready to slip off."

"Oh, thank you," said the seed, "you're all very kind. Will you help me to grow into a plant, too?"

"Yes," said the sunbeam, "I'll come as often as I can to help you, and the raindrops will come too, and then if you work hard, with our help, you will become a beautiful plant, I'm sure."

"But," said the seed, "how did you know that I was sleeping here. Could you see me?"

"No," said the sunbeam, "but my

Father could. He looked down from his home in Heaven, and He saw you far beneath the earth trying to grow, and He called the raindrops to Him and said: 'One of my seed children is sleeping down there, and he wants to grow. Go down and help him, and tell the sunbeams to follow you and wake the seed, so that he may begin to grow as soon as he will.'"

"How kind He is," said the seed, "If He had not seen me sleeping here I should have always been a brown seed, I suppose. Who is your kind Father?"

"He is your Father too, He is everyone's Father, and takes care of everybody. Nothing could live without Him."

"How can I thank Him," said the seed, "what could I do that would please Him very much?"

"Grow into just the best plant that you possibly can," said the sunbeam, "that will please him most 'of all.'"

So the seed grew into a beautiful vine, that climbed higher and higher toward the heavens, from which the Father smiled down upon him to reward his labor.

*Salem, Mass.*

#### A WEEK'S TALK ON WOOD.

BY HELENA PEARSON.

Having been much helped and also much interested in the account of the sand garden in the January number of the News, I thought perhaps some of its readers might enjoy our programme for a week in kindergarten, on the subject of wood.

On Monday our story took us with a party of woodmen and their little friend, a boy of ten, to the Maine woods to view the process of converting trees into lumber. Our first preparation on arriving at the forest, was to build in the sand box a log cabin for the use of the woodmen, with the fourth and fifth gifts combined, while the younger class securely fenced it in by means of sticks. For occupation the children colored a picture of a tree.

On Tuesday they began the work of

cutting down the trees, represented by small branches standing on a hill near the river in the sand box. With a tiny axe of pasteboard they imitated the motions of chopping and then carefully removed the branches from the logs. For occupation that day a sewing card was given showing the stump of the tree with the axe still in it. Our logs were now ready to float down the river, but first they must be fastened together to form a raft. This we did on Wednesday by making tiny paper chains. Then our woodmen carefully pushed the logs down the river, occasionally meeting a rock around which the logs were carefully steered by means of a pole. Pictures of links of a chain were given the children to prick, for occupation.

On Thursday our logs having floated down the river, we were ready to take them to the sawmill. First, however, a wharf must be built. For this we used the fourth gift. Next the sawmill was made by group work with the smaller children, using the third gift. The older children now made the water wheel of the mill by pasting on pasteboard previously shaped, right angle triangles, with their short and long edges touching alternately. This wheel was fastened at the side of the mill. Inventive work was also done by the older class, a flight of steps being placed in front of the mill by me, while another made a fence to be placed at the back of the mill. The round wheel was pictured in the occupation period by means of parquetry.

Friday's talk and work served as a general review of the week's programme, and the sewing, coloring and pasting of the week, was fastened together into small books to help remind the little ones of our talk on wood.

This week's talk was used in preparation for the talk on the carpenter which naturally follows the talk on the material, wood.

*Whitman, Mass.*

Miss Ada Choate is kindergartner at Lebanon, N. H.

#### THE PEABODY HOUSE.

BY THE EDITOR.

A distinctive kindergarten settlement in the Eastern part of the country is a novelty, and the peculiar circumstances under which Peabody House at Boston has been opened render it an object of interest to all kindergartners, all who are in any way committed to the cause and the public in general. After many months of anxious planning and agitation the Peabody House Association rejoice in seeing the settlement begun and the memorial to Elizabeth P. Peabody established.

The West-end quarter of the city that has been selected for the settlement was once a fashionable part of Boston, but at present is largely inhabited by Italians and Jews. The house at 156 Chambers street is at a bend in the narrow thoroughfare, just opposite Ashland street, being about equally distant from the Charles river and the great Union railroad station. It is a four story brick structure that has been used as a tenement house until it was leased by the association for a term of years.

Every nook and corner of the house is as bright and clean as fresh paint, delicately colored paper, muslin curtains, light furnishings and good pictures can make them. As one enters the hall the eye is at once attracted by the quiet and tasteful paper on the walls, a pretty empire green. The two rooms on the first floor are thrown into one by means of folding doors. In front is the reception room and in the rear the dining room. The woodwork is a snowy white, which makes a pleasing contrast with the green walls. The room has oak and rattan furniture, comfortable and solid looking. The bookcases are to be filled, one with a pedagogic library for the use of the teachers, the other with books for general reading. There are tables, a convenient and yet ornamental desk, and a brown art square on the bare floor, which is stained brown. Everything in this apartment, from the rug of warm

tints to the bookcases, desk, ornaments and pictures, was the gift of Mrs. Henry S. Grew.

The furniture of the dining room is also in oak, and the rug matches the one in the reception room. The dishes in the china closet are as pretty and dainty as possible; yet not too expensive for daily use. All of these things were supplied through the generosity of Mrs. Oliver F. Wadsworth. The table linen was provided by Mrs. S. H. Harriman of Providence. Back of the dining room is the kitchen, which is well equipped for all the purposes for which it is intended.

The second floor is devoted to the kindergarten, with accommodations for about thirty children, from three to five years old. There are bookcases for a children's library, a teacher's table, pictures and other accessories, provided by the Chestnut street Alumnae of the Garland and Weston Training school. They have collected \$500 to use as a memorial to Miss Weston, a part of which will be spent as a "festival fund" in the observance of birthdays and other special occasions. There is a fine upright Chickering piano in the rear room. The kindergarten tables and chairs and all the kindergarten material were given by Milton Bradley Co.

On the third and fourth floors are the seven cosy and homelike rooms for the busy young women who form the congenial family. Miss Martha Spaulding, a native Bostonian, but who has spent several years in Syracuse, N. Y., is the head resident, and her room bespeaks the refined and simple tastes that are her characteristics. Miss Mary L. Gaylord represents Miss Garland's class, and Miss Case and Miss Tuttle occupy the room furnished for the members of Miss Wheelock's class by her alumnae. Miss Freeborn from the same class is the fifth resident. Miss Florence Scales, the kindergartner, a graduate of Miss Symonds' school, who has been for some years in mission work at Portland, Me., will not be a resident of the settlement,

although she will be active in all that concerns the good of her young pupils. There are seven chambers for residents.

The kindergarten opened on Tuesday morning, April 21, with eighteen children. The residents had previously been through the neighborhood and invited them to come in. For the most part they came with clean clothes and smiling faces, although some tears were shed and one small boy had to be returned to his mother, in the hope that he would soon become wonted to the new environment.

Great things are planned by the enthusiastic young workers who will make their home under this pleasant roof, and the sight of their sympathetic faces in the midst of the most cheery and attractive surroundings imaginable is something to be recalled with sincere pleasure. All of the rooms are admirably arranged for the work that will be carried on in the settlement as supplementary to that of the kindergarten, such as mothers' meetings, evening classes and reading clubs. A flower mission is talked of, and various plans in which the elders of the neighborhood are to become interested, for the good of all. Miss Spaulding hopes to form the boys of the neighborhood into a street cleaning brigade, with suitable officials, the privilege of wearing badges and other alluring features. She expects also to be able to inaugurate a system of home libraries by which books shall be exchanged from house to house, in charge of juvenile librarians, and also a method for exchanging pictures of real artistic merit. There will be picnics for the midsummer months and many other schemes for the uplifting of the community, as opportunity offers.

The first social function at Peabody House occurred on Froebel's birthday, being the annual reception of the Eastern Kindergarten Association. Naturally the attendance was large and the comments on the results already achieved in fitting the house for its mission were

very complimentary to the committee who have worked so hard to secure these results. The rooms were bright with flowers, sent by Mrs. Shaw, and the guests were received by the president, Miss Mary J. Garland, and the vice-presidents, Miss L. B. Pingree, Miss Ann L. Page, Miss Lucy H. Symonds and Miss Lucy Wheelock, and by Misses Anna W. Devereaux, H. A. Niel, Annie C. Reed and Mrs. S. H. Harriman.

A very pleasing gift of a doll and some tin dishes came from Edith Thomas, a blind and deaf pupil of the Perkins Institution in South Boston. This letter accompanied the gift:

The idea of dressing a doll as a present to some poor child was Edith's own, and, as her teachers were interested in seeing what the result would be if Edith were left entirely independent in carrying out her project, no one gave her the least aid or suggestion with regard to the planning, cutting, fitting or sewing of the clothes or the crocheting of the cap. All was done by Edith in her free time, or in "exhibition hour" on Thursday mornings, when the pupils whose classes are not reciting are allowed to engage in "busy work" if they wish to do so.

The loving spirit with which each stitch has been set, and the generosity which could not control itself without adding the little tin dishes (carefully selected by Edith and paid for out of her own money), cannot fail, it is believed, to make these simple gifts acceptable. Edith hopes they will give pleasure to the kindergarten children.

The doll is fully dressed, the sewing of each garment being very neatly done, and on Wednesday when the kindergarten children came together this doll did excellent service in comforting one or two of the timid ones.

The house committee, consisting of Mrs. H. S. Grew, Mrs. O. F. Wadsworth, Miss Lucy H. Symonds and Miss Laliah Pingree, sent out cards for a "house-warming" and opening reception on Thursday from 4 to 6.30 p. m., and many friends of the enterprise, who have contributed generously to its support, were present to congratulate each other regarding the movement.

The outlook for Peabody House is very promising. There is, of course, still opportunity for additional gifts to carry on the work as it should be. Boylston A. Beal, the treasurer, 524 Exchange building, 53 State street, Boston, will be pleased to receive all gifts.

#### SPECIAL ANNOUNCEMENT.

THE PRICE OF THE NEWS TO BE ONE DOLLAR.

The publishers of *KINDERGARTEN NEWS* have decided to advance the price of the magazine from FIFTY CENTS to ONE DOLLAR, after August 1. It is to be permanently enlarged from forty-eight to sixty-four pages.

This change of price is made with careful consideration because we believe that the magazine is fully worth the increased sum and that its friends are willing to pay what it is worth. In this connection it is fair to add that scarcely any educational journal can be found in the country the price of which is less than a dollar. Now is the time to subscribe for one year or a term of years at the old rate. No such chance will occur again.

For convenience in keeping the record of subscriptions we shall begin a new volume of the *News* in September, so that hereafter each volume will run from September to June inclusive.

MILTON BRADLEY Co.

#### THE CANADA MEETING.

The editor saw and heard many interesting things at the thirty-fifth annual meeting of the Ontario Educational Association, held at Toronto, April 7, 8 and 9. His interest centered, of course, in the kindergarten department, which had its morning sessions in the kindergarten room of the Normal school building. Miss Eliza Bolton of Ottawa was pres-

ident, and in opening the department Tuesday morning she gave her recent experience in child study, with a syllabus she had prepared for the teachers to use in making observations regarding untruthfulness in little children, with questions as to the best way of overcoming it. Then came a report from a committee of teachers giving results of their work along the lines which she had suggested. As a consequence nearly all the morning was devoted to the question of child study. Mrs. Hughes made some remarks about the purposes of the International Kindergarten Union, and the advantages which might be gained should the department vote to join it. In the afternoon the department united with the training department in listening to a paper by Mr. Tracy of Toronto, embodying the researches of the child study section, his theme being "Left-handedness." In the evening the whole association met in the Chemical and Biological buildings of the University of Toronto, where a reception was tendered them, with addresses by G. W. Ross, minister of education, and others.

Wednesday morning the department met at 9.30, and spent a very pleasant hour in playing the games, introducing some that were entirely new to visitors from the other side of the line. The re-election of officers followed, Miss Bolton continuing as president, with Miss Mary Macintyre of Toronto as director and Miss Florence Bowditch of Hamilton, secretary. Mr. Hughes then gave a brief address, after which the editor of the *News* was introduced as the delegate to the department from the International Union. He spoke for half an hour regarding the problems which confront kindergartners to-day and the efforts which the promoters of the Union are making to solve those problems. Remarks were also made by Mrs. J. B. Wylie and others.

In the afternoon the department united with the public school department, where Rev. Dr. Jackson of Galt,

presided with unusual ability. Miss Agnes McKenzie of London read a paper on "Transition from Home to School," and later in the session Miss Georgina Loveck of Ottawa was heard regarding "The Importance to the Youth of Canada of Kindergarten Training." This last paper came a little earlier than it had been announced on the programme, by special motion, so that all the different departments represented in the joint meeting might hear it before any of them adjourned. One trustee objected to this motion, on the ground that the trustees of the Canadian schools are not generally interested in the kindergarten. Thereupon the rest of the trustees who were present proceeded to "howl him down," and he was the only individual who had the hardihood to stand up against the motion when it was put to vote. Three gentlemen took part in the discussion which followed the reading of Miss Loveck's paper. J. H. Putnam of Ottawa, spoke of the importance of kindergarten training "To the Child;" W. H. Ballard of Hamilton, "To the School;" and Rev. Dr. Jackson of Galt, "To the Nation." It has never been the lot of the editor to hear three men present the kindergarten cause any better from the same platform.

Wednesday evening the whole convention met in the Public Hall of the Normal School, when the president, Alfred Baker of Toronto delivered his address. He was followed by Mr. Hughes who gave an able and exhaustive analysis of the kindergarten system of education, what it is and what it does. Thursday morning Miss F. P. Mackenzie of Brantford read a paper before the department on "Children's Rights," and Mrs. Hughes talked at length on "Illustration of Color Work and Drawing." Both subjects were discussed and some criticisms were exchanged regarding the playing of the games Wednesday. President Baker and Minister Ross were present, and the latter made a brief address of congratulation.

## NATURE'S CAMP MEETING.

By JOSEPHINE LEAR.

In a tiny little vale, snugly laid between the hills, near a well-traveled highway, yet not often visited by man, Nature holds every spring her camp meeting. The trees were just beginning to unfold their leaf-buds, the ground was still strewn with the rich brown leaves of autumn, with here and there touches of the green of grass or the leaves of flowers. But the dear mother with ever watchful eyes saw that her children were awakening to the new life of another spring, and in order that their lives might always be full of reverence, she called forth the family of "Jack-in-the-pulpit."

They could not have been very sound asleep, even though their sleep had been long, for at the first sound of her voice, at the first touch of her warm lips, up sprang the tall stalks, and as she continued to call they grew and unfolded until the beautiful "Jacks" appeared, well protected from the jealous North wind by their canopy of green.

Then she cast her great white tent of dog-wood bloom about her and as she brought forth the blossoms of the wild crab—a sweet incense filled the air.

Buttercups and violets had already come, but had strayed hither and thither seeking the most warmth and light—indeed the buttercups had gone dangerously near the jolly little brook, as if its voice could not be withstood; or could it have seen its own bright face? But Jack-in-the-pulpit came just in time and when he called to the flowers to assemble, the roving buttercups turned back, the violets crept closer and raised their beautiful faces, (then I knew for the first time why the violet is so full of soul) a rue anemone and a windflower, over which towered a Solomon's seal not yet in bloom, the white hearts and spring beauties, while back of all, loth to leave her place in the brook, the marsh marigold shed her sunshine. These were the congregation.

More beautiful songs than in any hymnal came from the birds as they sat in the trees. A hang-bird in his brilliant coat, a towhee in his suit of black and rich red-brown, a little quaker pewee, with his penitent pee-ee wee-ee, the song sparrows in the very ecstasy of life, these opened their hearts in peans of praise at the first camp meeting. Even the drum of the woodpecker lost its rollicking air and became reverent, the jay forgot his harsh cry and dropped a few liquid notes.

The North wind had gone and in his place came the South wind, playing as she came through the trees an accompaniment. Then Nature's heart grew full of warmth and love she could not hide, her eyes grew moist—tears fell,—she loved her children, and while her eyes were yet wet with tears, she smiled and the flowers and the birds and the trees knew their mother loved them.

*Indianapolis, Ind.*

## FOURTH GIFT STORY.

By DELIA HORN JACOBUS.

Eight little sisters are we, and we live in a house called Block castle. Our house is square, painted red. We have no windows. Only one large door opens for us, and when it does, we all come out together, glad to get a bit of fresh air, a glimpse of the beautiful world in which we live.

We are tall, broad and thin, our faces are exactly alike, and as for our clothes, we would never think of dressing differently. We would not be selfish; our thought for each other is the same. We would not be true and loving sisters were we constantly talking about our clothes. We are content with our plain, smooth shining robes, glad that we are dressed alike. We were created to amuse and instruct our more human sisters, the real children. We are sometimes made into houses, sometimes we are a bridge under which the swift, rushing water passes; again a chair for someone's parlor, and often something else.

We have lots of fun between ourselves. We laugh when our human sisters tumble us about. They think we have no feeling. We know when we are treated with disrespect. But we say nothing, and that puts them to shame. We have been taught to be very polite; we would not think of pushing and knocking others about as they do us. We say nothing, though, only smile; and soon we see a change in our sisters; they are ashamed of their conduct and behave—the next time they play with us—in the kindest manner possible.

The children love us, though, and we are glad to give them so much pleasure. We often talk to each other when we are shut up in our tight, square house. There we cannot move about, and so we keep still and talk, in our language, to our great delight. We think we are helping our living sisters. We let them play with us, and we soon find that they are learning much from us. They are learning lessons of patience, gentleness, unselfishness and thoughtfulness for others; and we think too, they are being trained for a larger and fuller life in the great world in which they live.

After we have amused them, have perhaps taught them the great lessons of truth, they look at us fondly, handle us with much gentleness, pack us together, put us in our little red Block-Castle, close the door on us, and there we stay until they call us out again.

*Newark, N. J.*

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#### THE TULIP'S STORY.

By HORN DARLING.

Of my early days I have only a faint remembrance. As I nestled in my bed of moist brown earth, surrounded by my brothers, sisters and cousins, I learned there was a beautiful upper world that I should one day see.

That day came much sooner than I expected. A pair of chubby hands dug around us, and I and a dozen other young bulbs were suddenly lifted up into the light.

Oh! what a beautiful place the world is. There was the smiling September sky bending caressingly over all things. Beautiful flowers grew near, while from the grove back of the house came the sweet song of a lark. The face that bent over me was a dimpled one with blue eyes and smiling scarlet lips.

"Why Myra Erb, what are you doing?" and another bright faced little girl came across the lawn from the street.

"Something lovely, Irene, I'll tell you all about it, and you can help if you want to. You remember Miss Eaton telling us about that little, lame girl, Maggie Clegg, don't you? Mamma said if I wanted some pretty presents for her and Grandpa Smith and cousin Willie, who is always sick, and lots of other folks I could take up some of these tulips and hyacinth bulbs."

"Are you going to put them in those?" Irene asked, pointing to a row of tin cans which had been freshly painted.

"Yes, papa painted them for me, Is'n't it nice?"

"Of course," Irene's tone was a little doubtful. "My mamma always plants bulbs, but she sends away and gets nice ones, and puts them in pretty pots."

"Yes," Myra nodded her head. "I have'n't money to do that. So I will give the very best I've got. If the flowers are pretty and there is lots of love goes with them don't you think it will be better than doing nothing?"

"Indeed I do," Irene cried. "It is so sweet in you to think of it Myra, and I will be glad to help if you want me to."

I was planted carefully in a can of rich earth. Then all the cans were placed close together under an apple tree in the back yard and straw from the stable was heaped over them.

At first I was inclined to rebel. But as I thought about Myra's earnest words I began to understand the pleasure there is in making others happy. I resolved to be content, feeling that a chance to help in this good work might come to me.

After a time the nights were frosty. We shivered even under warm blanket, and were glad when we were carried by Myra to a shelf in a dark cellar.

Here we stayed for many weeks with only an occasional watering to relieve the monotony. However, I was aware that changes were going on. I knew I had thrown out strong roots and I was not surprised when, on being carried to the sitting room, I was found to have sent up a slender green shoot.

Very pleasant were the days that followed. Placed on a shelf in Mrs. Erb's sitting room I basked in the sunshine. Then I enjoyed the happy home life that was lived around the open coal fire. I was so impressed with the kindly, helpful spirit of the family that I tried hard to grow and so fulfill Myra's expectations.

You may judge of my delight when I heard her tell Irene, who often came to see how we prospered, that I was budded. The next day I was to be taken to lame Maggie as an Easter gift.

I was so carefully wrapped for my ride that I did not feel the keen air. My first feeling when I reached my new home was one of disappointment; the room looked so bare and shabby. But when I saw Maggie's thin, pale face glow with delight at the sight of my rank green leaves and large bud I forgot everything but her happiness.

I was placed on the windowsill where the sunshine could reach me. After Maggie had been told how to care for me the two little girls sat down and Myra told the sweet story of the Easter-tide. I listened reverently and learned of a wondrous life freely given for others.

Maggie slept late on Easter morning. When she was dressed she limped across the room to my side. Oh, I was so happy! For on the top of my tall, green stem was opened a cup-shaped flower, whose pale, yellow petals were barred and dashed with spots of vivid crimson.

*Hastings, Mich.*

Miss Amy Fisk has opened a kindergarten at Shelburne, Vt.

#### NOTES ON THE PSYCHOLOGY OF INFANT LANGUAGE.\*

BY L. C. MONIN.

The word "language" is a collective term and as such like all collectives an abstraction. To produce this very complex phenomenon which we call "language," a great many different acts of man are necessary, some of which are performed consciously, others unconsciously. In analyzing human speech with a view to reducing it to the most simple elements we find that in any utterance of man deserving the name of "language" certain motions of the muscles of mouth and tongue are associated with certain groups or series of mental representations. These muscular motions are the *physiological*, the corresponding series of mental representations the *psychological* factor of language.

The first of these two conditions of human speech has already received much attention. It is the task of *Phonetics*, the physiology of sound, to explain the change of sounds and the evolution of the spoken word of our language as it has emerged from the past. But at present we have still very few observations made with regard to the psychological conditions explanatory to the phenomena of speech. The labors of Paul, Steinthal, Lazarus and Whitney, however, are of fundamental importance, and we may hope that the future will shed more light on this very obscure and difficult subject.

The series of sounds that, associated with a certain series of mental representations, form our "words" have to be *learnt* in the earliest stage of human life. And the process of learning is, as we well know, nothing else but imitation on the part of the child. In correcting a false pronunciation we would never dream of telling the child how to use

\*I follow here especially Dr. P. Wegener's *Untersuchungen über die Grundfragen des Sprachlebens*. Halle 1885. See also H. Paul's *Prinzipien der Sprachgeschichte*. Halle 1890 and Whitney's *Life and Growth of Language*. For the literature on this subject see G. Stanley Hall's *Descriptive Bibliography of Education*, p. 81 et seq.

this muscle instead of that in order to produce a more correct sound, but we simply produce the desired sound ourselves until the child can imitate and repeat it. Hence the first step in the learning of language is made by a sensation of sound. The second step is an attempt of the child to produce a similar sound. These sounds, however, are heard by the child under different circumstances; some are always accompanied by certain optical sensations, others with feelings of pleasure or pain. The more frequent these circumstances call forth the sound once uttered the more intimately sound and idea become associated. Yet the stimulus that incites the respective muscle to produce certain sounds, i. e. to utter words, or the processes of articulating, or the kind of association of representation with sound, all these processes remain unconscious. Of most of them, indeed, we remain unconscious through life.

Now the infant does not hear *single* words only. Most of them are uttered in sentences by parents and nurses. And yet the infant begins by imitating a single word, nay, mostly only a part of a word. During the first attempts at imitating speech the child seizes upon single words that for some reason made more impression on his mind than others in the same sentence spoken by the persons of his surrounding. And we may safely say that the reason why such words made a deeper impression on the child's mind is because they carried the emphasis of the sentence, i. e. were the *logical predicate* of it. For it is the predicate of a sentence that contains the new and interesting communication to be made, and is therefore the *valuable* part of the sentence. The first few words then which the stammering infant tries to imitate are those that carry the emphasis of the sentence. Of these words again a second selection is made since all sounds and later on all words that stand in some relation to the feeling of pleasure or pain in the mind of the

child will leave a more vivid impression than others. They are therefore the first which are acquired. Very soon, then, the child is able to indicate the elementary sensations of joy, pain, desire, hunger, etc., by a small vocabulary of words, such as mamma, papa, milk, tick-tack, etc. And as the child during the first two years of his life is the representative of the most elementary and universal egotism he will always as a matter of course put *himself* as the logical and grammatical subject of his sentences. Thus a child saying "milk," never means anything else except "I want milk," "I see milk," "Here is *my* milk," etc. In other words, the word upon which the mother in her talk put the greatest emphasis and made it thus the logical predicate of her sentence is taken up by the child as the logical predicate of his own sentence whereby the child's "I—feeling," the bare fact of his existence unconsciously and *per se* furnishes the logical subject.

We thus arrive at the conclusion that the child in the first attempt of learning the mother tongue *uses the word as a sentence*.

But a second and yet more convincing observation will bring us to the same result. During the first two years of his life the child will reach a stage of development where he does not simply cry and weep as soon as he feels discomfort, or hunger, or thirst, but utters certain words such as "mamma," "milk," which are already intimately associated with definite feelings of pleasure or pain. And more than that, the child has already made the observation that on uttering a certain word the feeling of pain was alleviated, for on hearing it the mother invariably came and consoled the child. Thus certain words became means for the child in order to get rid of unpleasant feelings or to testify to pleasant emotions. Now such words by which any child wants to free himself from unpleasant feelings become for the hearer and particularly for the mother,

an appeal for aid and comfort. The single word "milk," for instance, which a child tearfully utters is unmistakably nothing else but an *imperative* which everybody in attendance upon the child will immediately understand as such. It matters little whether the word uttered by the child be a noun or a verb, the intention was to call for somebody or something and the utterance was commanding, i. e. imperative. Adult persons also can use any part of speech as an imperative by the simple sound or pitch of the voice. Such exclamations as "Here!" "Something else!" "Five, not four!" "Quick!" "Bread!" spoken with a certain vigor stand in the imperative mood. We often do away with its categoric command by adding "please" (for instance "The bread, please!") changing it by this means into a polite demand. But children do not care for our conventional politeness and give utterance at once and in the shortest possible manner to their desires. A child saying "milk" expresses at the same time with the demand for the milk a sensation of hunger or thirst; that is to say, the imperative "milk" is an expression in the *present tense* as long as the hearer has only this statement in view. But if the unpleasant sensation prompts the child to use the word "milk" as a means for getting rid of the first, then this utterance becomes an expression in the *future tense*. Present and future are thus both contained in the utterance, and it will depend chiefly on the hearer whether he simply acknowledge the fact that the child *is* hungry and thus takes the word "milk" as an imperative present tense, or whether an emotion of *sympathy* with the hungry child will induce him to go and bring the desired milk and he will thus have restored the monosyllable to a sentence similar to "I wish to have milk" (future tense.) This leads us to the observation that it is much less the *form* of the words that constitute their meaning and contents than the way these words are apprehended

by the *hearer*. This opens a wide perspective and a rich field for investigation. For we find here an *ethical* factor influencing the development of language and being of fundamental importance for any rational intercourse and understanding between man and man. Unless the mother feels it as her duty to help the hungry child, she would not understand the mono syllabic word "milk" as an imperative! *It is then the emotion of sympathy that lies at the root of all comprehension of speech.*

A child having seen a dog on the street comes into the room and says "bow-bow." Here the word means to all appearance "*I have seen a bow bow*," and is used with the meaning of a *past tense* (perfect), and everybody especially again the mother of the child will understand it thus. We see then again that the child under two years of age uses almost constantly single words as sentences, and uses them not only as imperatives, (this may perhaps be the very first grammatical form evolved; but note: only if somebody is present to hear it and to act accordingly!) but also as statements in the present, future or past tenses as soon as he has noticed that his utterances are understood in this way. All these sentences were accompanied by some emotion, pleasurable or painful, and it is the pitch or sound of the voice that conveys to the hearer the intensity of the feeling or the desire of the child. All this time the child himself was the subject of these sentences. When he once reaches the conception of a substance (as tree, house, dog, etc.) and substitutes *this* for the "*I*" as subject of his simple sentences then a second great progressive step has been made in the development of the child's language.

*Armour Institute of Technology, Chicago.*

At Charlottetown, N. B., Miss Sayre is assisted in the kindergarten by Miss Emma McLean.

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## THE KING OF THE ORCHARD.

BY HELEN EDWARDS.

Of all the apple trees in Mr. Campbell's orchard, the robins preferred the Rambo on the hill behind the house. It was tall and strong, and the rise of the ground was so great they could sit in its branches and see far over the tree tops to the turn where the river disappeared between the hills. It had more blossoms too, and sweeter ones than the others, so the robins thought, and they made their homes there for many springs.

The tree seemed glad the robins loved it, and every year held its head higher and put out more leaves that shaded the nests, and if Jack Frost did not nip the flowers, bore better fruit.

Mr. Campbell's little grandchildren often played under the trees, and they liked the Rambo best too, and named it "The King of the Orchard." They used to watch for the robins' return in the spring, and the birds knew they were friends, and built their nests and sang as if nobody was there.

"When I'm big," said Kate one day, looking at the pink and white flowers, "I'll climb up there and play I'm a fairy princess with a flower garden in the air."

"And I'll be the soldier that guards you," said Dick, "I'll fly round and round the garden on a winged horse and—."

"Yes Dick, a pink horse," broke in Kate, "you can really be riding on a branch covered with pink and white flowers you know."

"A pink horse," shouted Dick, "who ever heard of such a thing! my horse is going to be black like old Badger, with a white spot on his nose."

"Fairy horses could be any color," said Kate, "and I want a pink one to match the flowers."

"All right," replied Dick, "if you'll let him have green eyes to match the leaves and brown legs to match the branches."

So the children made their plans, but the next winter the North wind came

rushing down the valley with such force that it almost snapped the apple tree off its roots, and did tip it over, so that it lay along the side of the hill, instead of standing straight up as before.

"It will have to be taken away in the spring," said Mr. Campbell, "I am sorry to lose its fine fruit."

"Oh! our poor tree," said Kate, "it was such a beauty, and what will the robins think when they come back and find it gone? I hope they will know we did not cut it down."

Spring was a very different thing that year to the injured tree; though it was not broken off completely, and the sap ran out into the branches where it could, the tree felt as though it was hardly worth while to put out any blossoms down there on the ground.

Still it tried to keep the apple tree law, that each one shall do his part for the spring flower show, so one morning when Dick and Kate went to look at their old friend, they saw, instead of bare dried up branches, a mass of beautiful apple blossoms.

The children clapped their hands for joy and ran to bring their grandfather to see it. "You'll let it stay, won't you grandfather?" said Kate.

"Of course I will," answered Mr. Campbell, "brave old tree."

Kate decided that the fairy princess would like an apple blossom garden on the ground better than up in the air—it was so remarkable—and the children had such merry times in the branches, the tree found them even better company than the birds. The robins built near by and sang to their friends day after day, and as the summer went on, the fairy garden as Kate called it, turned into a fairy orchard whose apples were the best of the year.

"I think our tree is more 'King of the Orchard' than ever, grandfather," said Dick, as he came in, his hat and pockets full of fruit. And grandfather said he thought so too.

Charleston, W. Va.

## Kinder~~g~~arten News

A Monthly Magazine Devoted to the Kinder-  
garten Cause.

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### THE LITTLE BREEZE.

By MARY C. BURNAP.

A mischievous breeze in a tree-top swung  
And whistled, the merry sprite,  
As it tossed the buds in their pinky gowns,  
'Til they trembled and shook with fright.  
Then over the sea sped the little breeze,  
And danced with the wavelets green;  
Whirling them high in the sunlight air,  
'Til they glistened with golden sheen.  
Then good-bye, and away to the forest shade,  
To snatch from the fragrant pine  
The odors perfume of her breath,  
And a kiss from the columbine.  
Down through the meadows stealing now,  
Slower and still more slow;  
For the shadows of evening are gathering fast,  
And the sun in the west swings low.  
In at my window it silently creeps,  
Like a sigh from the dying day;  
Sleep, little breeze, for the night has come,  
And you are a weary with play.  
*Windsor Locks, Ct.*

### EDITORIAL COMMENT.

APRIL is always a busy month for the kindergartner, who is anxious to bring the children into full harmony with the advancing spring and to celebrate the birthday of the first kindergartner in a way that will prove effective. But aside from these two topics, the awakening of nature and the birthday, both of which are adequately treated in the present issue, the month just closed has not produced many notable happenings. Probably the one of greatest moment was the receptions at Peabody House, Boston, on the afternoons of the 21st and 28d. No body of kindergartners

understood better how to carry out such affairs than the Eastern Association and these receptions marked an era in the history of that organization.

THE present is a good time to tell what an important meeting the National Educational Association will have at Buffalo, July 7-10, without going into particulars. The Buffalo branch of the International Union and the Free Kindergarten Association of the city will doubtless unite in welcoming the members of the kindergarten department and making their stay in town a pleasant one. They will doubtless assign a large audience room centrally located to the use of the department, so that the audiences need not be any smaller than they were at Denver last summer. It is expected, moreover, that suitable quarters will be found where visiting kindergartners can lodge together and that special kindergarten headquarters for registration, the giving out of badges and the general cultivation of rest and acquaintance will be opened, as was done last summer. The building of an electric line between Buffalo and Niagara Falls has brought the two places into close touch with each other and the New York Central will run frequent excursion trains between the two points, so that people who want to attend the meetings can secure quarters at the Falls for the week if they choose. There will without question be an evening reception of special interest to the department and its friends, at which it is expected that the president of the International Union will assist the head of the department. The attendance at Buffalo is expected to be much larger than has ordinarily been the case.

THE celebration of the 100th birthday of Horace Mann which is to be carried on May 4, by the teachers of America, should be of interest to the kindergarten public. The great service which Mr. Mann rendered the cause of

modern education in all its grades ought to secure for him the greatful remembrance of the instructors of little children. Because of his relations with Miss Peabody, and the contributions of his wife to the kindergarten literature of this age, we can all of us also well afford to pay generous tribute to the memory of Horace Mann. That the same spirit dominates the mind of his son is evident from the address of the latter published elsewhere.

WHAT are the problems that confront the kindergarten cause to day ? The first one, often mentioned in these columns, is the problem of adequate and efficient training, how to plan and impart a suitable course of study and practice for kindergartners. This question faces the educational authorities of the great states which one by one are making a place for the kindergarten on their statute books. The public kindergartners of New York have had one conference at Albany for their mutual advantage and it is expected that another will shortly be held, when this matter of training will come to the front. Any state officials who are dealing with this problem cannot do better than correspond with the training committee of the International Kindergarten Union. A second problem for kindergartners, primary teachers and mothers is how to become acquainted with and make the best use of the valuable kindergarten literature which exists. This problem has been so often referred to in the News that we will not dwell on it further at the present time.

ANOTHER problem for the kindergartners is how to carry on child study to the best advantage. It has taken the special advocates of child study and the kindergartners a good many months to come together. At first they did not appear to be very well acquainted with each other, but of late their mutual respect and admiration has been growing. They ought to be able to be mutually helpful along whatever lines are followed.

This very desirable result can only be secured, however, by a careful study by each class of the principles and methods of the other. Such study is being furthered by leading kindergartners enrolling themselves as pupils in summer schools and special courses of pedagogy which are taught by the leaders in the child-study movement, on the one hand, while on the other some of these leaders in modern educational thought have kindergartens attached to their own schools, where they can investigate their own queries at first hand. Closely allied to the problem just named is a fourth one—the use of kindergarten material. This is too large a subject for more than casual mention in the present connection, but every kindergartner who discerns the signs of the times must ask herself to what are we tending in this respect. The leaders from all over the country are making pilgrimages to the kindergarten of the State Normal school at Worcester, Mass., to see the enlarged material which Miss Richards and Miss Russell use.

IN some places a very perplexing problem is how to manage the large public kindergarten that must be cared for in a given district. If there are two hundred children of kindergarten age in the district where a kindergarten has been established the taxpayers will, of course, expect that they will be cared for in the single school building of the district and in one room or apartment which are adjacent. In some cases, notably at New Haven and Rochester, N. Y., this dilemma has been partially met by building one large hall for general work, with half a dozen or more small rooms opening out of it for the use of the gifts and occupations. Then there is the ever-recurring-matter of the transition class, the building of that wide and deep chasm between the freedom and self-activity of the kindergarten and what has always been regarded as the necessary discipline of the primary school.

THIS is the largest KINDERGARTEN NEWS that has ever been published, considering both the size and number of pages. The pressure of matter which seems to demand immediate publication has necessitated an issue of this size. The field of vision in the kindergarten world to-day is so wide and so hopeful that it is really a great problem to know where to stop in trying to represent its many phases on the printed page. The reader will scarcely need to be told that the feast which we spread this month is rich and varied. The paper by Prof. Monin on "The Psychology of Infant Language," the Washington address of Mr. Mann, the music by Miss Katherine Montz, with words by Mrs. Riker, the circular of the International Union, the report of the Connecticut Valley meeting, with the usual collection of poems and programmes, stories, suggestions and annals of the time together make up a literary and professional banquet of which no one need be ashamed.

IN looking back on the April number after publication the editor was surprised to find that it contained so little reference to Frebel—that the current thought and activity of his disciples had so filled the space at command, for his natal month, that there was left but scant room for mentioning the master. We trust, however, that atonement can be made for this seeming neglect by the present use of his picture and the article that goes with it.

AT the Connecticut meeting Miss Wheeler had considerable to say about the service which the kindergarten magazines have rendered the cause in advancing the interests of the International Union. There is going to be another side to that story. The Union will be a decided help to the editors of the magazines. Hitherto they have been compelled to answer all sorts of questions regarding the proper course of training, the books that kindergartners ought to

read and nearly every other conundrum that the brain of woman can concoct, but now they can serenely mail to all inquirers the latest circular of the union or else refer them to the corresponding secretary or the chairman of one of the committees. It may well be doubted if any better labor-saving machine could have been invented for the benefit of these editors than this same International Union.

ONE of the best suggestions which Ross Turner made during his recent color talk before the Eastern Association was that mothers and all others who are interested in kindergartens shall take pains to make the rooms where the children gather morning after morning as attractive as possible by contributions of pictures, flowers and all other things which may enhance the pleasure of the hour. At no time in the year is it easier to do this than now, and each child who has encouragement to take some tribute from the home to testify to the usefulness of the kindergarten, and at the same time brighten the lives of his fellows, is doubly blessed.

THERE is still much work to be done to establish in the home the proper appreciation and understanding of the kindergarten. By way of illustration we are allowed to quote from a letter lately sent to a kindergartner in a southern city by one of the prominent lawyers of the state, who says:

"I have no doubt that the kindergarten is a very fine system and I would be the last person in the world to underrate it. But as to Helen I am much interested in her learning the alphabet, and how to read on the Old Log Cabin school system than anything else. As to her I wish her as soon as possible to learn to read so that when I get home at night, she can read to me. In fact, while the Kindergarten system is most excellent for the rich, still we poor Americans who are forced only to think of the practicable, wish our children to learn to read and write and spell as they use to be taught in days gone by in our log cabin schools.

I may be wrong, but nevertheless I think those were the best schools we have ever had in this country, and I shall be greatly surprised if they are ever surpassed. As I have said before I do not wish to underrate, and would not the kindergarten, or any other system of to-day, but my experience has taught me that for the active and practical business of life, no system has yet compared with our old-fashioned log cabin schools; where first children were taught their A, B, C's, and next to spell, and then reading came as a matter of course, and writing followed as a necessity. As to Helen I would be most happy to see her reading by February. This she certainly ought to do, and I know full well if she was in the country, by that time she would attain that goal. I have written this letter in the kindest spirit, and have expressed to you my views as to the education of my little ones, which I know full well you will appreciate."

On receiving this letter the kindergartner remarked that she felt strongly tempted to reply by asking the attorney why if the log cabin methods of living were so desirable he did not cling to them altogether, instead of occupying his elegant city home.

TO speak good words for a local institution is always pleasant, and it occurs to us to mention that the teachers in the kindergarten normal department of the Springfield Industrial Institute find themselves very fortunate in being located in a large machine shop, where all sorts of mechanical operations are in progress. The whole thing is a perpetual object lesson to the children, who are always delighted to see "the wheels go round" and never tire of being taken from room to room to watch the various processes that illustrate the trades about which they are taught in kindergarten. It rarely happens that the kindergartner is privileged to teach in a factory, but often there are several within her reach that can be made useful.

WE know one kindergarten club whose members are taking occasional drills in parliamentary practice and the general management of deliberative

meetings. It is an excellent idea. Nothing can better develop leadership and general level-headedness for use in gatherings where it is necessary to discuss and vote on measures of importance, and wherever clubs and associations exist such occasions are sure to arise. And when they do come one person who has at command the ordinary parliamentary forms, who can make and put a motion intelligently and understandingly, who can make a brief and forceful speech on any question that happens to arise, such a person is worth a hall full of people who either do not know what they want or cannot tell what it is, or else have only a dim idea of the proper way to get it.

#### SPRING IS COMING.

BY ANNA M. LATTA.

Cold Winter has gone with its ice and snow,  
And Springtime is coming again we know;  
For we feel in the air so fresh and sweet,  
A herald of good things we love to meet.

The buds of the leaves are beginning to swell,  
And we'll soon see the flowers we all love so well.  
The dear little birds are again on the wing,  
To welcome the opening of the glorious Spring.

Down in the meadow the little brooks flow,  
And the grass on the hills is beginning to show,  
And all the bright world on this happy day  
Is welcoming Springtime joyous and gay.

The crocus and daffodil, lily bell too,  
Will soon sing a song that will sound ever new;—  
The Spring, the Spring, the flowery Spring,  
Is the strain of the song that we'll hear them sing.

To Thee our Father, Who givest all,  
Thanks for the Springtime that comes at Thy call.  
May we bring our lives as a token to Thee  
For all the good seasons Thou sendest so free.

Albany, N. Y.

The Froebel Society of Brooklyn at a recent meeting voted to set apart an extra session for free discussion of the proposed methods of adjusting difficulties between nations by arbitration, and then Mrs. Scrimgeour presented the work of the Health Protective Association, which aims to secure the observance of the laws of cleanliness. It has done something to reform the ash barrel nuisance in Brooklyn, and hopes in the future to convert the vacant lots of the city into playgrounds for the children and to organize the boys and girls into little bands of workers for promoting cleanliness of every sort.

## MR. MANN'S IDEAS.

A RECENT ADDRESS BEFORE THE  
COLUMBIAN ASSOCIATION.

BY B. PICKMAN MANN.

I would like to say a few words about the purposes of this association, and the means which its members have at hand to promote the kindergarten cause.

It will be remembered that at our first meeting, March 17, 1893, the object of the association was declared to be "to secure the adoption of kindergartens into the public school system of the District of Columbia." At that meeting the Hon. Mr. Wright made some remarks upon the superior benefits which result to the community from the support of kindergartens at public expense, as compared with the results of maintaining free or charity kindergartens by private munificence.

There were then, and there have been ever since, several free kindergartens in operation, and with a view to increase and improve the acquaintance of the public with kindergartens, this association has supported one or more free kindergartens and others have been established.

These free kindergartens serve a beneficent purpose as works of charity, and would continue to perform this good, even were they known to no one except those who maintained them and those who partook of their benefits. They do not, however, serve to spread a knowledge of the system unless they are brought and kept before the attention of the public. Our purpose in maintaining our own kindergarten fails of realization, if we are content to carry on the work quietly in our own corner.

It seems to me, therefore, that our duty is more to bring kindergartens into notice than even to maintain one or more ourselves.

At the second meeting of the association held March 29, 1893, upon motion of Rev. Dr. Sewall, a committee was appointed to inquire and report what kindergartens were then being sustained by private munificence in the District; and at the meeting held April 24, 1893, this committee reported, giving a brief history of the eight free kindergartens then active, outside of asylums. This report was received and placed on file. A similar report at the present time would differ greatly in its details, owing to the changes that three years have brought about. I shall move that such a report be prepared this spring, and that publicity be given to it.

Our limited resources, although these have been greater than those of any other agency, except one, which has been active in this work in the District, have enabled us to maintain only one free kindergarten at a time, and this one has been so placed, for much of the time, as not to be able to be brought prominently before the public eye. At the same time, the work which is maintained by Mrs. Hearst, by All Souls' church, by the Friends, by Mrs. Pollock, by myself and by other agencies, is being carried on side by side with our own, and in the aggregate far exceeds in extent our own, and so far as it may serve more to draw public attention to the kindergarten cause, exceeds our own in importance. We should not, in any spirit of apparent exclusiveness, neglect the opportunities which these enterprises afford to promote our common cause. Our own endeavors are not for our own sake, but for the general good, and whatever will promote the general good should receive our support.

As an association it seems to me, therefore, that we should bring and keep in public notice, all the phases of the common work a knowledge of which will contribute to the public enlightenment. I shall, therefore, move further, that this association publish in one newspaper, every month during the school season, a list of all the free kindergartens of which it may know, kept in the District, stating the location and hour of session of each, so that these may be visited readily by the public.

It may truly be said, I believe, that our duty as individuals is not only to teach but to learn. It would be presumptuous to maintain that what we know is all, and what we do cannot be bettered. We should not be content to visit our own kindergarten only, but others, and if we find that all are not conducted in the same way we should be modest enough to ask ourselves which way is the better. The members of the association owe it to themselves and to the community which looks to them for guidance, to prove all things and to uphold only that which is good.

The name of the kindergarten, which is now received with favor amongst many people, may be used to cover methods which depart from the kindergarten spirit. Many persons so use this name with the best of intentions. Let us hope, for the credit of the community, that most of those who depart from the kindergarten principles while they keep the

kindergarten name, do so unwittingly. It would be invidious and impracticable for the association to single out the true from the false kindergartners, and to publish their names in separate lists. It is only by holding in mind the true kindergarten principles, as best we can understand them, and applying them individually to the practices we witness in alleged kindergartens, that we can judge for ourselves what is true and what is false.

I believe more harm has been done to the kindergarten cause by wrongful use of the kindergarten name than by any neglect or reluctance on the part of the public to maintain the kindergarten itself. High hopes have been held out as to the result of the kindergarten training, and then when children have been subjected to what purported to be this training, but was not, and these high hopes have not been realized, the kindergarten has been condemned as a failure and its claims as deceitful. Miss Peabody, who had been a teacher for forty years before she heard of the kindergarten, and had had great experience and great success in the education of children, found after years of trying to keep a kindergarten that she had missed the fundamental principle, and gave up her work and went to Europe, to find out what had been her mistake. One of her mistakes, and one of those into which many conscientious persons are likely to fall, and perhaps most those who have already been teachers of schools, was that of attempting to conduct the kindergarten as if it were a school. Many forms of error result from this attempt.

One of these errors is that of attempting to instruct the children instead of to educate them; to build into them, instead of to draw them out. This may be exemplified in the telling of stories. If the kindergartner attempts to have an instructive story for the children every morning, regardless of the interest the children may naturally have in the story, she is in danger of converting her kindergarten into a school. The more instructive she attempts to make this story, and the farther away she carries it from the daily experience of the children, the greater is this danger. Stories well told, upon appropriate subjects, are most helpful means of education, but they must be such as exemplify some principle active in the children's minds, not mere vehicles of conveying useful information. It must be a most skillful kindergartner, if indeed any one can be found equal to

the task, to have ready a set story, to be told at a set hour, that shall not violate the principle of developing spontaneity and growth in the children's minds. A programme is a most dangerous weapon in a kindergarten, and one only to be used with the greatest care. It is well for the kindergartner to be prepared before hand with something to say or to do in case she finds no natural opening or line of progress for the day's work, but it is fatal to the principle of the kindergarten to lay out a course of instruction to be carried through from day to day, as for instance, that we shall have George Washington for our leading thought for one month, the Christ child for another month; Froebel for another; and its correlative, that we shall not talk about Froebel in December, nor about the Christ child in April; that we shall not talk about flowers in winter, nor snow in summer. Indeed, so great are the dangers of the use of the programme that I should not tolerate one, in the sense of such as I have just mentioned, in any kindergarten under my control.

The minds of children are universal. It matters not whether there be snow or grass upon the ground, if they have snow in their minds. It matters not whether Christ were born in December or in April, if they have Christ in their hearts. The kindergartner should be free and ready to respond to the natural outflow of the children's minds. She should not feel it necessary to talk about Esquimaux in January, because that may be Esquimaux month according to some programmes. I have heard of such programmes being drawn up and their observance enforced in what pretended to be kindergartens.

The principle of developing spontaneity, from within outwards, is a fundamental principle of the kindergarten. The children should learn how to do things by doing them, and not by seeing them done or being told how they are done. They should be developed as creators and not as apes. Their tender minds can easily be dwarfed by the attempt to load them with facts and information, as if there were no vital principle within them yearning to grow outward. It is easier to show them how to do things and to tell them to imitate, than it is to develop their power to invent and to create. The kindergartner who makes patterns for her children is false to her calling. And so is she who forces upon their attention subjects foreign to their experience and thoughts.

Another error, imported from the schools into some alleged kindergartens, is in regard to discipline and decorum. The merit of the kindergarten is that it trains the child to live with his equals an outwardly free and inwardly self-governed life. It develops the qualities that should prevail in a republic, and outward expression should not be one of these. The normal child should govern himself, and will do so if properly trained. When children first come into the kindergarten, as little strangers, who may not have been trained properly before, some outward restraint is frequently necessary, but it is a reproach to the kindergartner if this necessity continue. While order should be preserved, it should not be the order of military precision. The children should be trained individually and not in mass. It is proper that when the time comes for the kindergartner to give a direction lesson, the children should all be attentive and should not interrupt; but this is proper because it embodies a principle that appeals to the children's sense of right, and not because the children should be subservient to the kindergartner's will. The kindergartner should never say, "do this, or do that, because it is my will, and I must be obeyed." It is undoubtedly convenient, and it is unfortunately too easy for the teacher to think or to say, I cannot wait for you; we have work to do and you must not stand in the way. It is too prevalent an idea that the teacher's function is that of authority and not of leadership. If the whole period, maybe a half an hour, which it was intended to devote to a direction lesson or to some other exercise, were to be taken up in leading a child by an appeal to his own conscience or judgment, to conform to a rule, the justice of which he would acknowledge, the time would be better spent than in carrying out the programme. The lesson thus learned would be a lesson in character building, and if not new then to the other children, would be impressed and intensified upon their minds as well as upon the mind of the subject, and would bear fruit ever after.

As silence and attention, when direction lessons are given, are proper, because the circumstances naturally require silence and attention, so these are not properly required when the nature of the circumstances does not require them. The demand that the children shall not converse while freely using their hands is an unnatural demand, and, therefore,

an improper one. No arbitrary restraint should be imposed. The influence of the domineering teacher may be seen when the children follow every movement of her finger, like automata, and dare not speak unless she give them leave. All drilling of the children to rise, to march and to sit, at the tap of the bell, is violative of kindergarten principles.

The children naturally love and respect their teacher. This respect should never be impaired, as it would be certainly if any criticism of the teacher were made in the presence of the children, or if the children were taken in hand by any one away from the teacher, as if the teacher were not competent to take care of them.

I frequently see something done when I visit a kindergarten, which I do not think is done rightly, but if I make any comment upon it to the kindergartner, I do it in private. I have seen kindergartners taken to task and criticized before their children. This seems to me not alone violative of kindergarten principles but of all principles of decency.

It is well, therefore, as I say, that we should visit many kindergartens, conducted under different auspices, and that we should promote such visitations by the public generally, in order that, bearing in mind the principles that belong to the kindergarten, we should learn what is best, and demanding compliance with kindergarten principles before we accord our sanction or support to professed kindergartens, we may hope to maintain a high standard, and to place the kindergarten cause in such light before the public that when the time is ripe a true model may be adopted upon which to frame the measures that shall give us kindergartens in our public school system. I, therefore, make the motions to which I have referred.

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At Kalamazoo, Mich., there are seventy-five children enrolled in the public kindergarten, with an average attendance of sixty. Miss Sweetland is assisted by the Misses Eloise Slaughter, Josie Kliphouse, Grace Mitchell, Maud Chapman, Nettie Barnes and Minnie Merical.

Credit should have been given in the March number to Miss Margaret C. Brown of Buffalo, for the authorship of the poem entitled "The Aeoli."

Miss H. M. Raynor has opened a private kindergarten at 211 Scribner street, Grand Rapids, Mich.

Miss Himes is director of the Catharine street kindergarten, Utica, N. Y.

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# SUNSHINE GOOD MORNING.

Words by Mrs. LETCHER RIKER.

Composed by KATHARINE MONTZ.

Arr. by JOHN H. NORMAN.

*Andante moderato.*

The musical score consists of two staves of music. The top staff is in common time (C) and common key (C). The bottom staff is in common time (C) and common key (C). The music is arranged for voice and piano. The lyrics are as follows:

Night like a curtain is  
drawn back, And the lit- tle newborn day Is scat-t'ring love-ly sun-shine  
All a-round our way. We wish you a hap-py good morn - ing, Good  
morn-ing, good morn-ing to all, . . . . A mer-ry good  
morn-ing, dear chil - dren, A mer - ry good morn-ing we

### SUNSHINE GOOD MORNING.

SUNSHINE GOOD MORNING.

call. . . . . And now that we've said goodmorn -

ing, We will to our work and play, . . . And be as

bright as sun - - shine, . . All the hap - py day. . . .

### GREETING.

Words by Mrs. LETCHER RIKER.

Composed by KATHARINE MONTZ.

Arr. by JOHN H. NORMAN.

*Giocoso.*

A greet-ing to you, A greet-ing to you, Dear friends and

playmates; May the whole day through Be like our joyous, Glad greeting to you.

**THE SOUTH MANCHESTER KINDER-  
GARTEN.**

BY THE EDITOR.

A visitor at the South Manchester, Ct., public schools, which serve as the training school or practice department for the state normal school pupils at New Britain finds many points of interest worth jotting down in his notebook. There are thirty-five schoolrooms and two kindergartens in the unique building which gives the South Manchester district its educational facilities and affords the normal pupils an ample training ground. Mr. Frederick A. Verplanck is the principal and he has a school numbering about a thousand pupils with a corps of efficient teachers, aside from the young women who are there for the express purpose of learning how to teach. These young women are required to spend five months of their New Britain course in the South Manchester schools, during which time each one is in charge of a room with some twenty children. Each supervising teacher has about five of these rooms under her care. Words can hardly describe the large wooden building, somber hued on the outside and made cheerful within by a lining of southern pine, with its very long hall, so convenient for marching during the recess time, and its many schoolrooms extending from the main structure as wings. The chief kindergarten room is at the rear end of this building, running across the whole width, with a smaller room adjoining for work about the tables. The principal room is admirably adapted for kindergarten uses, because of its size and height and excellent light, particularly on those days when the "merry sunshine" is doing its best work. There are eighty children enrolled in this kindergarten so that it is necessary to have two circles, one within the other, and the reader does not need to be told that it is a lively scene while the games are in progress. There are tall pillars in the center of the room, which support the lofty ceiling, and the whole environment is inspiring, making one think of that time in Fröbel's career, when he presented his educational ideas with unusual eloquence to the Duke of Weimar, afterwards assigning his success to the beautiful architectural harmony of the dining hall in which the company were gathered.

There can be no dispute as to the advantage of the New Britain method of providing the pupils with opportunities for practice, and the training which such

practice gives as compared with the plans that are followed in many other normal schools and kindergarten training classes of national reputation which have no kindergartens, and it often happens that the kindergarten connected with a training class is so small that it affords but a poor practice field for the many training pupils who undertake to have a part in it. Neither can it be claimed that the various expedients which are resorted to in such cases are without their drawbacks, especially when the training classes are not connected with the public school system. Sometimes the superintendents of schools will flatly refuse to allow those pupils to practice in his kindergartens, and when they are admitted merely to "observe," the benefit which they derive must be considerably less than that which can be acquired by continued work on the floor.

There is a kindergarten in the Normal school at New Britain, directly in charge of Miss Fanniebelle Curtis, who is at the head of the kindergarten department, which is, of course, always accessible to the members of the training class. Miss Georgiana Minor is the head kindergarten at South Manchester, with several assistants. To this kindergarten the members of this training class are sent in detachments, each one being required to practice there during five months of her course before receiving her diploma. Miss Curtis consults with Miss Minor constantly, and is a frequent visitor. The children are gathered from the immediate neighborhood and embrace different classes to be found in a prosperous factory village. The members of the training class have the advantage of the instruction given in other lines of work by different members of the South Manchester faculty, so far as such instruction is desirable, and the kindergarten itself is also the gainer because of the labors of these other teachers with the children. In conclusion, we would advise all students of kindergarten methods who have it within their power, to personally investigate the New Britain plan as it is exemplified at South Manchester.

*Springfield, Mass.*

The officers of the West Oakland (Cal.) Free Kindergarten for the coming year are as follows: President, Mrs. Robert Watt; vice-president, Mrs. Marcus D. Hyde; recording secretary, Mrs. J. W. Shanklin; financial secretary, Mrs. C. D. Vincent; treasurer, Mrs. Henry Morris.

### THE CONNECTICUT VALLEY MEETING.

The spring meeting of the Connecticut Valley Association recently held at Hartford, was one of the best in its history. Miss Curtis presided, and Miss Wheelock was the first speaker, her subject being "The International Kindergarten Union." She began by relating an illustration from the old fable about a man with seven sons who gave them a bundle of seven sticks, asking each one to break the bundle, which was an impossibility. But when the bundle was unbound each separate stick could be easily broken, thereby teaching that in union there is strength. Everywhere in nature we find illustrations of this law. It is not one little flower but a colony of flowers that forms the dandelion which brightens our lawns with gold in the springtime. In the fruit; skin, pulp, core, all are necessary for the home of seeds which are to carry on the work of perpetuation. In mechanics the strongest strand is the one composed of many smaller strands, the strongest column is not the one solid shaft, but the one composed of smaller columns. In the mineral world the useful minerals are those strong by the force of cohesion, while those that have possibilities of disintegration are comparatively useless. In the industrial world where there is the best organization there are the fewest strikes. In the social world this union tends to enlargement of life.

The true new woman is a combination of the good qualities of the old and the new. What are the influences which tend to develop the consummate product? What are the agencies at work? The Woman's Club, the federation of clubs, the union of women. Even in isolated towns you find women coming together in clubs or classes and studying Shakespeare, Emerson, Ruskin or some other great author. Can you imagine what that means in the home? The inspiration of the contact of loftier minds? This union is the secret of the strength of the Chautauqua movement. Seven times one is more than seven alone; in proportion to strength it gains by multiplication. We are stronger as individuals when we work with others. Individuals are of slight value until banded together. The late war was for the sake of union that we might say "one country, one people, one flag." We believe that the kindergarten movement is worthy to be ranked with other great movements of

the present day. Hezekiah Butterworth recently said that he had just discovered the kindergarten abroad and he was inclined to think that it was "the biggest thing in the universe." At Cazenovia Miss Blow spoke of the kindergarten movement as a crusade for the elevation and purity of the home. Whatever we hope to accomplish we must accomplish through the child in the kindergarten.

The "Pigeon House" expresses the attitude of kindergartners to each other and to the work. We must give and receive just as much as possible. This is the value of the weekly and monthly meeting, given out from our experience and receiving from the experiences of others. In these small societies we have the units of the individual, while in the International Union the units are the societies. We have the inspiration of different elements. At the New York meeting we shared in the energy of St. Louis, the devotion of Chicago, the enthusiasm of Connecticut, the love and brotherly kindness of Philadelphia. Each one contributed a portion to the great feast. The kindergarten magazines have also been potent factors in forming the union. The union, formed at Saratoga in July, 1892, grew very slowly at first, and perhaps it was well, as a slow growth at first is a surer growth in the end. At the Denver meeting last summer the movement met with encouragement and hearty co-operation. The International Kindergarten Union now represents all the great centers in our country.

The aims of the organization are as follows: 1. To gather and disseminate knowledge of the kindergarten movement throughout the world. We have reports of the German work and of the "Freibet Society" of England, of which H. Courthope Bowen is president. The function of the latter is chiefly that of an examining board.

2. To bring into active co-operation all kindergarten organizations. I am not justified in limiting my interest to my own town. Can you help the kindergarten cause more, work better united or divided?

3. To promote the establishment of kindergartens. We must establish kindergartens in a more judicious way.

4. To elevate the standard of the professional training of the kindergartner. Letters have been sent to all the training schools in regard to means of testing the capabilities of the kindergartner and lists of questions given for examination.

The minimum requirement ought to be two years' training. If it takes four years to learn to teach Greek and Latin, we ought to require half that time to fit one to train the mind and heart of a little child. Two years' training is all we can ask for at present, but we shall gradually create a standard so that school boards will be unwilling to employ kindergartners who have not had thorough training. That is why our kindergartens stand to-day on a higher plane than the German kindergartens, because we have insisted on more time being given to training.

The committee on literature will send out lists of new books and magazine articles in regard to the kindergarten. There are now twenty-one branches to the union. There is so much significance in that word branch. It is like a tree planted in the soil of a great thought whose branches spread out for the healing of the nations by blessing little children.

After Miss Wheelock's address there was a short business meeting, when a unanimous vote was passed that the Connecticut Valley Kindergarten Association become a branch of the International Kindergarten Union. It was also voted to have associate members. Miss May Murray and Miss Frances Cheney of Springfield, and Miss Frances Look of Florence, were appointed as committee to arrange for the October meeting at Springfield.

Miss Haven then read a paper on "Nature Study." She said that coming back to the Connecticut valley was like coming home for there she had in years past greatly enjoyed nature. She spoke of the contrast between this meeting of the association and the first meetings when they were feeble folk and few. She said that the love of nature is a moral safe-guard, it makes one sympathetic with all life. The child sees that in the smallest things lie promise of the great. We sometimes are tempted to require work of the children disproportionate to their power; and the play may become too exciting; but the study of nature has not these objections. Pictures of animals are preferable to stuffed specimens, where the live animal cannot be studied. Wherever a group of kindergarten children is found studying stuffed specimens there is always some who express sympathy with the animals because of their loss of life. Nature teaches us the relation of each to all, but the connection must not be forced. Small thoughts are often clothed in big

words; great thoughts need no such setting.

At the close of Miss Haven's paper Miss Curtis then called for a few words from Dr. Barnard, "whose presence is a benediction." Dr. Barnard remarked that he wished to emphasize what had just been said, because the love of nature has been such a blessing in his life. He recalled the day sixty years ago when he stood with the poet of nature, Wordsworth, in the place that inspired the lines composed above Tintern Abby and heard the poet recite from that beautiful poem these words:—

"Knowing that Nature never did betray  
The heart that loved her; 'tis her privilege,  
Through all the years of this our life to lead  
From joy to joy: for she can so inform  
The mind that is within us, so impress  
With quietness and beauty, and so feed  
With lofty thoughts, that neither evil tongues,  
Rash judgments, nor the sneers of selfish men,  
Nor greetings where no kindness is, nor all  
The dreary intercourse of daily life,  
Shall e'er prevail against us or disturb  
Our cheerful faith, that all which we behold  
Is full of blessings."

#### THE INTERNATIONAL UNION.

We give below an extract from the latest circular issued by the International Kindergarten Union, through the corresponding secretary, with a full list of the officers and committees as revised to date. In this connection we desire to acknowledge our indebtedness to Miss Annie Laws of Cincinnati, for a considerable part of the report of the annual meeting at New York, which appeared in a recent issue of the *News*, an acknowledgment omitted at the time through an oversight.

#### REPORT.

Many letters have come asking for the benefits to be secured from joining this body. The committee desires to present the question in this form, What can I give by joining the Union?

"Where wholeness is there is life, or at least the germ of life; where division is, even if it be only halfness, there is death, or at least the germ of death." Our cause advances in proportion to the amount of organized and united effort put forth by its adherents.

We ask all kindergarten associations and clubs to work together with us, because of their interest in the "education of the people," which should be more than local, for "all are needed by each one."

A list of the present membership of the Union is sent with this circular, and each branch is requested to send to the

secretary a sufficient number of reports to furnish one for every other organization represented, that we may come into fuller knowledge and sympathy.

It is also recommended that each branch shall devote one meeting a year to a consideration of the work and aims of the International Union, and that whenever possible a representative of this body may be secured as a speaker.

Leaflets and reports will be issued from time to time and sent to all branches.

Dr. Stanley Hall has issued a Child Study Syllabus especially for kindergartners. Copies of this will be furnished to all branches and members in such quantities as may be desired.

It is hoped that some of the vital questions raised may be made the basis of discussion at regular meetings, and that reports of such discussions may be sent to the president or secretary.

The cooperation of all kindergartners is earnestly invited in making returns as indicated in the Syllabus.

The report of the Committee on Literature was presented at the New York meeting, and is forwarded with this circular to Unions and individual members. A report was also made for the Committee on Training, in which it was recommended that sub-committees be appointed to consider the whole subject more carefully, and to make recommendations to the chairman of the general committee.

The next annual meeting will be held in St. Louis, during Easter week, 1897. Any branch may be represented at that meeting by its president or other delegate, and such delegates are entitled to a vote at the regular business meeting. It is hoped that full reports may be made from all branches at that time. For further information address the secretary, Sara E. Wiltse, West Roxbury, Mass.

#### BRANCHES OF THE UNION.

St. Louis Froebel Society, Miss Mary C. McCulloch, president.

Philadelphia Branch of International Kindergarten Union, Miss Constance Mackenzie, president.

Chicago Kindergarten Club, Miss Bertha Payne, president.

Eastern Kindergarten Association, Boston, Miss Mary J. Garland, president.

Brooks' Alumnae, Teachers' College, New York.

Buffalo Kindergarten Union, Mrs. M. J. B. Wylie, president.

Louisville Free Kindergarten Association, Mrs. J. R. Clark, president.

Milwaukee Froebel Union, Miss Hotchkiss, president.

Milwaukee Mission Kindergarten Association.

Wisconsin Branch of International Kindergarten Union, Miss Hattie Twitchell. Union Kindergarten for Deaf, Chicago.

Golden Gate Branch of International Kindergarten Union, Mrs. George I. Gaden, secretary, San Francisco.

Silver Street Kindergarten Society, Miss Kate F. Banning, secretary, San Francisco.

Florence (Mass.) Kindergarten Union, Miss F. H. Look, president.

Cincinnati Branch of International Kindergarten Union, Mrs. E. D. Worden.

Oberlin Free Kindergarten Association, Mrs. W. D. Gerrish, secretary.

Froebel Society, Toledo, Mary E. Laws, president.

Albany Kindergarten Association, Louise G. Franklyn, secretary.

Pittsburg and Allegheny Free Kindergarten Association, Mrs. W. A. Herron, president.

Isabel Crow Kindergarten Association, St. Louis, Mrs. Anthony H. Blaisdell, president.

Connecticut Valley Association, Fanniebelle Curtis, president.

#### OFFICERS AND COMMITTEES.

President, Miss Lucy Wheelock, Boston, Mass.

First vice-president, Mrs. Ada M. Hughes, Toronto.

Second vice-president, Miss Caroline T. Haven, New York.

Treasurer, Miss Hattie Twitchell, Milwaukee, Wis.

Recording secretary, Miss Annie Laws, Cincinnati, O.

Corresponding secretary, Miss Sara E. Wiltse, West Roxbury, Mass.

*Advisory Board.* Miss Susan E. Blow, Miss Sarah Stewart, Miss Elizabeth Harrison, Miss Nora A. Smith, Miss Angeline Brooks, Miss Mary J. Garland, Miss Mary McCulloch, Miss Alice E. Fitts, Mrs. Lucretia W. Treat, Mrs. Alice W. Putnam, Mrs. Mary B. Page.

*Committee on Literature.* Miss Amalie Hofer, chairman, 170 South Clinton Street, Chicago, Ill.; Miss Nora A. Smith, Miss Caroline M. C. Hart, Miss Lucy H. Symonds, Mrs. M. L. Van Kirk, Miss Patty Hill, Dr. W. N. Hailmann.

*Myths, Fairy Tales and Stories.* Sarah E. Wiltse, Elizabeth Harrison, Nora A. Smith, Mrs. Kate Douglas Riggs.

*Music.* Bertha Payne, Mari Hofer, Daniel Batchellor.



### What President Andrews Thinks.

President Andrews of Brown University in a lecture on "The Educational Value of the Kindergarten and its Methods," recently delivered at Worcester, Mass., said there were four important considerations which he desired to impress upon the minds and judgment of the general public, and upon parents and educators particularly, regarding the paramount importance of the kindergarten and its methods. First, the happiness, the life-pleasure which the child secured from the habits engendered in the individual character by the ideal manners and methods in vogue in the kindergarten. The appreciation of music, of tone, of harmony, the speaker instanced as an attainment worth in itself all the effort which kindergarten methods expend upon it. Such an attainment cannot be acquired by mature minds even though eagerly desired and the training of the ear thus acquired is in itself a great factor in the life happiness of the individual.

The second point emphasized was the economic value of the system. Though not the most important consideration, yet it is a very important element in the life happiness of a child. The ability to appreciate form and color, to realize the beauty of all created things in a beautifully created world is easily introduced into the plastic soul of the child with the later result of artistic development, so necessary in all branches of industrial art. While American products are in general the results of American skill, in most details, yet in their conception, their design, they represent, in nearly all cases, the art and skill of the old world. There is opportunity for a vast financial gain to this country by the early instruction in and late development of that faculty of ideal appreciation of beauty. America should be the source of design for the entire industrial world, and not the dependent of Germany, France, England and Italy. Third, the awakening and sustaining of mental activity co equal with manual activity. Where either is lacking, education is but partial. The speaker said he preferred as an individual the poorest

mechanic who could drive a nail and do it well and was conscious of his ability to do some things well, to the man who could recite unlimited Latin or Greek Grammar but who lacked the ability to accomplish valuable practical results. The fourth important consideration was the culture of soul, the moral culture which taught these little children consideration for their fellow beings acknowledgment of the rights of others, having as its result the good social citizenship so sadly lacking among the very masses to whom this system of kindergarten training is particularly adapted.

"Once let the minds of the children be thoroughly imbued with kindergarten principle and when they have grown to manhood and womanhood we shall have a race of mortals such as the world has never beheld. No more Shylocks demanding the pound of flesh. No more railroad combines owning extensive coal mines which they operate for selfish gain, stopping the works that the price may be enhanced and thereby their own pockets filled, while the very men who by their faithful toils, amid darkness and danger, have made it possible for the owners to reap any profit whatever, suffer the pangs of hunger and the sting of cold."—*Mrs. E. Richmond in Dunkirk (N. Y.) Observer.*

The reflex action of the kindergarten system on homes is remarkable; it carries into families a distinct idea of the beautiful in methods of behavior and the desirability of training children from the outset. The worst danger is done to the child during the untrained years, from one to five or seven. But there must be no confusion of the kindergarten, and the formal primary or infant school. The kindergarten is home life led into ways of natural, pleasant growth. It is a social conversational gathering. The kindergarten should be home life organized and beautiful. A school is an addendum to home. To-day the kindergarten is recognized as the basis of education in several of the western states, where the state university is the recognized apex, but in our older states we are in this sad pickle. We have no state universities and no state kindergartens. We have what we call state education, consisting of a headless and footless body.—*Rev. E. P. Powell at Utica, N. Y.*

Mrs. M. M. Betts is teacher in the free kindergarten at Memphis, Tenn.



### In Mythland.

By M. Helen Beckwith. Illustrated by Susanne Lathrop. Published by Educational Publishing Co., Boston. Cloth, 190 pages, price 35 cents.

The pleasure which the children of the advanced class in the Florence kindergarten have taken in the rendering of some of the old Greek myths by their teacher, is now to be shared by all the little readers of this very fascinating and successful book. The experience which Miss Beckwith has had in telling the stories has enabled her to put them in the best possible form for the very young mind. Simple words, short sentences, attractive pictures, and within all, clear thought with the constant glow of warm feeling, will, we are sure, make the little ones eager to hear the stories told and retold. Examination of *In Mythland* will show with what conscientious care the work has been done, and how happy has been the choice of subjects and the treatment of them. It is especially adapted for supplementary reading in our primary schools, and will at once commend itself to all kindergartners. It is also in the line of just the kind of reading needed in the home. There are twelve stories in all, beginning with "Pandora and the Wonderful Box," and ending with the good "Bancis and Philemon," and their final transformation into the beautiful linden and the sturdy oak. Here, too, is the story of "How Daphne Became a Tree," of "Theseus the Brave," and of "Vulcan the Mighty Smith." The children will find them all easily, and will feel drawn to Miss Beckwith even though they have never seen her, as a friend who has brought them a great deal of happiness. Miss Lathrop has very happily interpreted the text with her illustrations, and in a way that the little people are sure to appreciate.

A very valuable pamphlet has been published by Miss Sara E. Wiltse, reprinted from the "Pedagogical Seminary," entitled "A Preliminary Sketch of the History of Child Study in America,"

which embraces a list of the most important papers and articles on this subject that have been printed, with a list of books of reference. Dr. G. Stanley Hall has published "Topical Syllabi" for child study; these can be had on application at Clark University, Worcester, Mass. The Illinois Society of Child Study has done cumulative work which justifies publication. In Buffalo the Mothers' Club is studying with Professor O'Shea of the School of Pedagogy.

About a year ago, the Funk & Wagnalls Company of New York, issued a dollar book, entitled, "Five Minute Object Sermons to Children." In its preparation the author, Sylvanus Stall, D. D., only had in mind its use by pastors, but mothers, missionaries and teachers in such large numbers found the volume valuable for use in the nursery and schoolroom, that several large editions have followed each other in quick succession. A second series has been called for, and the new volume, entitled; "Talks to the King's Children" is soon to be issued from the bindery. These sermonettes are suitable for use by teachers who desire to devote an occasional five-minutes' talk to the impressive teaching of some moral lesson.

The First Universalist church of Worcester, Mass., has introduced a kindergarten service for children, under five years of age, during the church service on Sunday morning. The kindergarten is in charge of Miss Emily H. Viets, who is kindergartner at Salisbury street school.

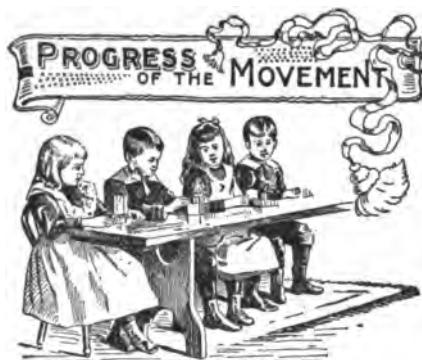
Miss Jessie Mitchell is director of the new kindergarten at the Stocking street Mission, Grand Rapids, Mich.

The Minneapolis Kindergarten Association has filed articles of incorporation. The officers are Eliza L. Miller, president, Alice S. Nichols, Louisa C. Keyes, Clara Ueland, Alice Ames Winter, Alice M. Rich, vice-presidents; Ida R. Cook, recording secretary; Nannie M. Jaeger, corresponding secretary; Grace B. Paine, treasurer.

Miss Jean Lock and Miss Lola Thompson are in charge of the kindergarten supported by the Brooklyn End Union. There are fifty children enrolled.

Mrs. S. H. Worthington established a kindergarten at Annapolis, Md., last October, which is quite successful.

Miss Adelaide S. Moore has a kindergarten at Westbrook, Ct.



We invite short letters for publication in this department, showing the growth and extension of the kindergarten movement all over this country.

#### PHILADELPHIA, PENNSYLVANIA.

Miss Helen A. Clark of Boston recently spoke to the Freybel Society regarding "The Origin and Development of Myths." She said in part that among the ever widening vistas of knowledge opening out to the student in this era, there is none more alluring than that which leads into the "Banyan" forest of myths. Not only is there a marvelous fascination in threading one's way through these fancies, but the origin and development of these fancies are of the utmost importance for the light they throw upon the psychologic development of the human race. No intelligent study of myths can be entered upon without some familiarity with the history of opinion leading up to the present state of knowledge on the subject. Many hypotheses have held sway and from very early times many interpreters have arisen, among them those of the allegorical, historical and solar schools, and later Messrs. Max Müller, Andrew Lang and J. G. Frazer.

Three Ethnologic theories to account for the peculiarities of myth growth are as follows: 1. The human race began in one quarter of the globe as a homogeneous, undifferentiated tribe. 2. White and colored each have a different origin. 3. The human race was autochthonous in many portions of the globe. Until authorities agree on this subject we must content ourselves by either choosing the one that most appeals to our fancy, or by harmonizing them as best we can. The true source of myths, however, is to be sought for in the nature of human consciousness, and in the resultant powers of observation and imagination

inherent in the human race, reacted upon by all that is or seems to be external to man. Take into consideration all facts, weigh all theories with a view to harmonizing them. This can be done by considering a myth as an evolution unfolding from within and worked upon from without, the creature of inheritance and environment. To make myth study valuable, the myths should be classified and studied in their development from the simple, explanatory forms to their more complex, metaphorical forms, and from this point their growth in culture lore traced. Children should be given first the simplest myths explanatory of cosmic phenomena, and as they develop the more complex myths of the same order. A few well defined groups of myths will be found more valuable as mental culture than a confused mass of detached folk tales.

A. M. F.

#### COLORADO.

When the kindergarten was made a part of the public school system the question arose, "Where shall competent kindergartners be found to take charge of the work?" The state normal at once began to answer that question by establishing a training school. From this department nine graduates have been given diplomas and are now teaching, and twenty-two are at present enrolled, six of whom are in the senior year. The aim of the department is to send out such young women as are thoroughly qualified for this work. A high standard of scholarship, both for admission and for graduation, is required. Believing that an understanding of educational principles in general must underlie all practical work, great stress is laid upon the work in psychology, that the student may become familiar with the laws of mind development. Philosophy of education and history of pedagogics occupy a prominent place in the course of study. The work in physical culture is given with reference to future work with children. Emphasis is laid on voice work, story-telling, songs and games, that with the inner thoughts and imagery may develop grace of movement and perfect bodily control. Modeling and drawing are taught by the specialist with special regard to this line of work. Botany, zoology and all nature study are of such a character as to fully develop the mental powers as well as to introduce to practical work. Child study is constantly insisted upon. A kindergarten of fifty children is in

operation, and actual work is done by each student under the direct supervision of the principal.

#### COLORADO SPRINGS.

The fifth annual session of the Colorado Summer school runs from July 18 to August 7. Miss Mary C. McCulloch of St. Louis will have charge of the kindergarten department, Miss Gertrude E. Crocker of St. Louis being her assistant. To meet the needs of mothers, kindergartners and primary teachers, the work of this department will include the presentation of the principles emphasized in Fröbel's system, accompanied by exercises illustrating their practical application. The aim will be to give an insight into the characteristics of child life, based on a study of Fröbel's Mother Play book, and to indicate how the kindergarten material may be used as an educational means.

The course will extend through four weeks, the daily session will have three periods.

(a) *Informal Talks.*

Aim and Method of Mother Play Book. The Kindergarten—a transition between Home and School.

Mothers' Meetings.

The Meaning of Play.

Symbolic Stage of Child's Development.

Fröbel's Ideas as Expressed in Choice of Gifts.

The Value of Typical Forms.

Theoretical Significance of Building Gifts.

The Value of the Kindergarten Games.

Morning Talks.

How to Make Programmes.

Moral Control of Children.

Application of Kindergarten Methods to Primary Work.

(b) *Illustrative Exercises.*

Gifts, Modeling and Drawing. Development of Ideas of Color, Form, Size, Dimension, Direction and Position.

(c) *Songs, Games and Story.*

Query Box—To afford members of the class an opportunity to ask, and have answered, questions relating to any part of the work presented.

#### CHICAGO KINDERGARTEN COLLEGE.

At a recent meeting at the college Mrs. Crouse gave a short talk emphasizing the importance of interesting the fathers in the value of kindergarten instruction not only for the ladies, but for themselves. She held it could not be a one-sided work, this training of the children, and urged

that it be arranged in such a way that the fathers might have some of these special opportunities for education that the mothers enjoyed. To this end a union has been formed, which will hold monthly meetings, to which the mothers who attend the college will have the privilege of bringing their husbands. "Many of the fathers," said Mrs. Crouse, "cannot understand why it is necessary for the mother to study how to bring up her children. They do not realize how deep the subject is, and while they are perfectly willing their wives should master it, they themselves cannot co-operate from lack of technical information. I have never seen a business man or father yet to whom these ideas of the kindergarten were presented, who did not exclaim, 'Now, that's sensible!' We had one meeting of this kind during the holidays, and the hall was filled, when the matter considered was the place of Santa Claus in the development of the child. We discussed whether it was teaching the child to lie and whether it was deceiving to tell him about Santa Claus; and of course the debate brought up that whole subject of the myth, with the outcome decidedly favorable to it. So these coming conferences will really be a continuation of that subject.

The Atlanta, Ga., kindergarten, which is in the Healy brick building, on Marietta street, is crowded with children and their enthusiasm is great. Mrs. Cutten is ably assisted at this kindergarten by Misses Bellingrath and Coulter. It is the plan of the association to establish kindergartens in every ward in the city. Mr. John F. Barclay who is an enthusiastic worker in behalf of the kindergarten, says that the more he investigates it the more thoroughly he is convinced that not in the history of this city has there ever been anything undertaken which promises such grand results.

The free kindergarten started at Helena, Mont., in March in the First ward school building promises to be a great success, and more assistant teachers are likely to be needed before the term closes. The kindergarten is for the families of the poor, and has an attendance of about twenty children. It is under the patronage of the ladies of the Unitarian church, and is managed by Mrs. H. L. Glenn, who conducts an afternoon kindergarten of her own in the Central school building, but the teacher in charge is Mrs. Hattie Osborn. The

assistants are all volunteers, who take turns one day in each week. Their names are: Misses Edgar, Annie Brooke, Marie Kleinschmidt, Laura King, Mamie Stedman.

The editor desires to acknowledge an invitation to be present at the fifteenth annual commencement exercises of the Toledo (O.) Medical College, held at Memorial Hall on the evening of March 31. Miss Mary E. Law, one of the principals of the kindergarten training school is a member of the graduating class.

The Brooks Alumnae, who are graduates of the kindergarten department, Teachers' College, New York City, maintain a free kindergarten in St. Mary's parish house, near the college. The students do some of their practice teaching there, under Miss Tiemann, a graduate of the college.

State Superintendent Skinner asks the co-operation of mothers and teachers throughout New York, in collecting data regarding child study in behalf of the department of public instruction, Prof. Charles H. Thurber being in charge of this branch of the work. For the study of children's hopes, compositions on two subjects are requested. What do I want to do next year, and why? What I want to do when I am grown up, and why? Blanks are furnished by the department at Albany for making returns.

It has been the custom of the teachers of the Gore kindergarten, East Cambridge, Mass., to hold mothers' meetings. The mothers have been trying to tell their love and appreciation in words, but recently they showed it in a more substantial way by presenting the principal, Mrs. Selma Berthold, and the assistant, Miss Sarah Wells, with handsome chairs.

At Grand Rapids, Mich., the South End Kindergarten Association recently elected officers as follows: President, Mrs. D. R. Moore; vice-president, Mrs. M. A. Phillips; secretary, Miss Gertrude Hanback; treasurer, Mrs. Alfred Dodge. A meeting of the King's Daughters, who conduct the free kindergarten on Ottawa street, was held at the home of the president, Mrs. H. M. Jay. Mrs. Mary A. Williams, director of the kindergarten, gave an interesting report of her work. There are forty-nine children enrolled, and the kitchen garden classes number seventy-nine girls.

Miss Evelyn Boylan has a kindergarten at Lockport, Ill., corner of Tenth and Jefferson streets.

At Miss Warner's kindergarten at Bangor, Me., Swedish gymnastics and French are taught. Miss Warner is assisted by Miss Annie L. Wyman.

Mrs. C. J. Hoyt has charge of the kindergarten at Bennington, Vt., Misses Edith Dewey and Mary Rawson as assistants.

In Boston, Mass., the number of kindergartens has increased during the year from fifty-four to fifty-nine. January 1, 1896, there were employed fifty-eight principals, fifty-two assistants, two temporary teachers and one special assistant. The salaries paid amounted to \$61,082, an increase of \$8,025 over the cost for 1894-95.

The Spokane (Wash.) Association, which is about two years old, has sixty-five members, and maintains seven free kindergartens, supervised by last year's graduates of Mrs. B. G. Newell's training class. She has twenty pupils this year. Mrs. A. J. Ross is president of the association.

The Benedictine Sisters have opened a free kindergarten in the Holy Trinity school, St. Ferdinand street, New Orleans, La.

At South Bend, Ind., there are about sixty children in the free kindergarten at Lafayette school. Miss Calvert has charge of the kindergarten, with Miss Buchtel, Miss Edna Stephenson and other volunteer assistants.

Miss Howell has opened a kindergarten at Laramie, Wyo.

Miss Hattie L. Shafter has a kindergarten at 72 Flint street, Somerville, Mass.

At Oskaloosa, Ia., Miss May Chillson is kindergarten director at Lincoln and Jefferson schools; Miss Carrie Noble is assistant at Jefferson, and Miss Alberta Jackson at Lincoln school. Mrs. A. A. Hugg is kindergarten director of Webster and Grant schools. Miss Gay Proudfit is assistant at Webster school.

Mrs. Nellie Peters Black has been elected president of the Atlanta Free Association.

Miss Sarah Bodtke has started a kindergarten in the Ferman building, Deerfield, Wis.

The little ones of the kindergarten department of McDonough No. 80 school, New Orleans, La., recently gave a demonstration that did credit to the excellent training bestowed on them by their teachers, Misses Waldo and Brown.

Since the Book Notes for this issue were printed we have received "Through Eye-Gate and Ear Gate into the City of Child Soul," from Funk & Wagnalls Company, "Old-time Stories Retold by Children," from Werner School Book Company, and the following from E. L. Kellogg & Co., "The Floral Record," "Mother Nature's Festival," and "An Object Lesson in History."

The Ohio State Teachers' Association will be held at Chautauqua, N. Y., July 1-3. The kindergarten and elementary section Thursday afternoon, July 2, with this programme: Paper on "Kindergarten Methods and Occupations in the Public Schools," by Miss Wadsworth, principal of the Cleveland kindergarten training school; Discussion by Miss Morrison of Cleveland, Miss Gordon of Columbus, Superintendent M. F. Andrews of Lindwood and Principal C. G. Coler of Sandusky; Round table, conducted by Mary E. Law, M. D., of Toledo, with these subjects: "Color Work, Mother Play, Myths and Fairy Stories, Nature Study, Occupation Work versus Busy Work, Outdoor and Indoor Games and Plays." All kindergartners are invited to join in these discussions.

The graduating class of the kindergarten training school of Oberlin, O., are to be favored by the presence of Rev. Dr. T. W. Gunsaulus of Chicago, June 5, to deliver the commencement address. Dr. Gunsaulus is at his very best on such occasions.

In the Diocesan free kindergarten of New Orleans last year, the beautiful custom, of giving potted plants to the little ones at Easter, was instituted. In addition to the flowers for the children this year, larger plants were presented to the mothers who were especially invited to attend the Easter celebration. The kindergarten though in a land of flowers, is in a part of the city where plant life is rarely seen, and it is believed that these beautiful emblems of the Easter feast will carry into these homes a pure and holy influence.

"For children under six years of age, and in certain cases under seven, the kindergarten is the most efficient educational agency that man has yet devised. When it is not appreciated it is either because it is abused or misunderstood. It is abused when it falls into the hands of wholly untrained or naturally incompetent persons, who of necessity suffer it to degenerate into a routine as tiresome and repetitious as routine usually

is. It is misunderstood when it is supposed to be a course of study to be completed regardless of the child's age, tastes and capacities. One year in the kindergarten may suffice for some children; two years are enough for most; three years, may be necessary for some. The true kindergartner is always on the alert to discover when the child is ready to go on with elementary school work. It is the mechanical and superstitious kindergartner, not the scientific one, who holds children back."—*Nicholas Murray Butler of Columbia College in The Outlook.*

Secretary Lawton B. Evans, of the Augusta, Ga., Board of Education in a recent letter says: "We have had public kindergartens in Augusta for the last eight years and are very much enamored of them and confident in their service to the children of the community. We have eight teachers and about two hundred pupils between the ages of four and six. I consider the kindergarten system to be profoundly philosophical in educating the child's mind to a love of nature and the understanding of all higher ethical duties and relations. If the state has to educate children at all, it is logically correct to say that they should undertake the training at the earliest possible age and continue it until their character is firmly established for industrious and capable citizenship. The kindergarten system is so firmly established in Augusta that we could not get along without it."

Rev. Robert E. Ely speaking to the Cantabrigia Club of Cambridge, Mass., on the solution of the social problems says that education promises to be a strong factor. Education not in the accepted meaning, but the educated temperament, the enlightened disposition, open-mindedness, humility before all there is to know, adaptation of conduct and every-day life to education. The kindergartner cannot fail to think that all that is included in the kindergarten idea of education.

School in Latin is the same word as sport or play. Plato and Aristotle agreed with Froebel upon games, but Froebel developed the idea as these old philosophers had never done. It is sorrowful to see the games children play in our city streets, silly, stupid, or sentimental, and yet which form the school of the child. Froebel believed that the external would take care of itself. He urged that one should be true to the

inner nature. Kindergarten education cannot be received alone; it is not solitary. The child is broadened in all his interests and sympathies by his relation to other children in everything that touches its daily life.—*Rev. Percy S. Grant.*

Charles T. Bartlett of Evanston, Ill., who hires more men than any employer in Evanston, believes that the influence of the free kindergarten on the men who have had children in it has been good. "Why," he says, "it makes better workingmen of them. I have known men who have been so influenced by their children who have been in the free kindergarten that they have quit drinking, saved their money, improved the condition of themselves and their families and become better citizens."

The *Times*, Chicago, Ill., in speaking of the discussion in regard to the maintenance of kindergartens in that city says: "The kindergarten, far more than the high school, is to be considered an integral part of a modern free school system. The primary schools are the foundation of the common school system. The kindergarten is the foundation of scientific and beneficent primary instruction."

### THE LITTLE LAMBKINS.

By K. L. G.

These are little lambkins,  
Always full of fun,  
In the grassy meadows,  
To and fro they run.  
They have little woolly coats,  
Curly, soft and white,  
Which keep the tiny lambkins  
Cosy warm at night.  
And thro' the snowy winter,  
They simply grow and grow,  
'Til summer comes with bees and birds,  
And softest winds do blow.  
Then the happy farmer  
With his shears so bright,  
Cuts from these lambkins  
Their coats so warm and white.  
And the little lambkins,  
Do frisk about and play,  
Because they're pleased, you see,  
To give their wool away.  
This wool from off the lambkins,  
Has still a work to do,  
For when 'tis woven into cloth,  
And passed the great mill through,  
Mother makes it into clothes,  
Which all the winter long,  
Keep the children warm and dry,  
And help to make them strong.  
*Newton Center, Mass.*

### CARLYLE'S MOVEMENT SONG.

*Editor Kindergarten News:—*

I am deeply interested in kindergarten work, though my life-work is among the activities of the Young Women's Christian Association, whose organ, *The International Messenger*, I edit and publish. I now want to call your attention to a movement song and nature song of Thomas Carlyle's which seems forgotten, yet which, I am sure, kindergartners will rejoice to have recalled to them as a "little classic" among kindergarten songs.

Mrs. JOHN DUNCAN.

### THE SOWER'S SONG.

Now hands to seed sheet, boys,

We step and we cast; old Time's on wing;  
And would ye partake of harvest joys,

The corn must be sown in Spring.

Fall gently and still, good corn,

Lie warm in thy earthy bed;

And stand so yellow some morn,

For beast and man must be fed.

Old earth is a pleasure to see

In sunshiny cloak of red and green:

The furrow lies fresh; this year will be

As years that are past have been.

Fall gently, etc.

Old mother, receive this corn,

The son of six thousand golden stree;

All these on thy kindly breast were born;

One more thy poor child requires.

Fall gently, etc.

Now, steady and sure again,

And measure of stroke and step we keep;

Thus up and down we cast our grain;

Sow well and you gladly reap.

Fall gently and still, good corn, etc.

*Louisville, Ky.*

### THE NEW MOTHER PLAY BOOK.

*Editor Kindergarten News:—*

How I have enjoyed studying Miss Blow's edition of Mother Play! I had for a long time been interested in the whole subject and wanted to understand it. I read everything I could find in regard to it and tried to study former editions of the book by myself, but finally concluded I was extraordinarily stupid, for I could not understand them. But in this book I find each play that I have studied a veritable gold mine. The plays are true, childlike and suggestive. My children choose this in preference to any other picture book, when they are amusing themselves before kindergarten opens.

When we were studying the moon pictures, one of the young ladies asked if it were not the precocious children

only who had such pretty fancies about the moon. She thought ordinary children are like our little Annitts who said when asked what she thought the moon was, replied, "Why the moon is just the moon."

I think the moon is a source of wonder to all children at first, and each child explains it to himself in his own way. He does not tell us his fancies because we have not taken pains to gain his confidence. Even in the kindergarten, with the best intent in the world, we stifle the children's expression of their own ideas by forcing our ideas upon them. I have noticed this in some of the dainty kindergarten songs. When we came to the picture of the boy who wanted to climb to the moon I knew that it would tell its own story, so encouraged the children to tell their own story by letting them alone. Of course, the very little ones thought the boy could get the moon if he climbed the ladder, for it appeared to be just above the castle. But the older ones knew he could not, and Paul said, "Well, what about that cow that jumped over the moon then?" Finally, I asked if they thought they could reach the moon if they could get to the top of the Presbyterian church steeple! (A very high steeple near by the kindergarten.) "No," said Carl, "for when you go up high, the moon goes higher."

"The moon moves I know!" said Garrick.

"No it doesn't, does it Miss Rogers?"

"Yes it moves around the earth."

"Well," said Howard, "I don't see what makes it move, does God poke it with a stick?"

During this conversation the faces of the practice teachers were as much a study as were the children's and Miss R. concluded that ordinary children do have original ideas. ANTOINETTE ROGERS.

Watertown, N. Y.

Miss Susanne Young has opened a kindergarten in Danielson, Ct.

Misses Schneider, McRae, Johnson, Nichols and Mrs. Clapp are assistant kindergartners in the public schools at Duluth, Minn.

Miss Ruby Hunter is kindergartner at Livermore, Cal.

The Mission Kindergarten Association of Milwaukee, Wis., is now operating four kindergartens, three nurseries, three cooking classes, three housekeeping classes and a training school.

#### ADDITIONS TO THE "WEATHER SONG."

*Editor Kindergarten News:—*

The enclosed verses were written for our own use by members of the Oberlin Kindergarten Training school, and have proved so helpful that I forward them to you for publication in the News, hoping others may use them also. They are suggested as additions to the "Weather Song" in the Patty Hill book. B. E. W.

This is the way the South Wind comes,  
Softly, softly blowing.  
Thus it bringeth the warm, bright day,  
Thus it driveth the cold away.  
This is the way the South Wind comes,  
Softly, softly blowing.

ANNIE KNOX.

This is the way the wind comes down,  
Wildly, wildly falling.  
So it raiseth a storm at sea,  
So it swayeth both bush and tree.  
This is the way the wind comes down,  
Wildly, wildly falling.

AGNES BAIRD.

This is the way the wind goes round,  
Loudly, loudly calling.  
So it whistles through all the trees,  
So it plays with the rustling leaves.  
This is the way the wind goes round,  
Loudly, loudly calling.

Oberlin, O. MARY B. HARDING.

#### ARBOR DAY.

By ALICE LOTHERINGTON.

Fair April came to Mother Earth,  
And brought her silvery showers,  
She whispered, "Come I bring the Spring,  
Wake up your buds and flowers,  
Sweet snowdrop came with lengthening days  
And nestled neat the snow,  
While bluebird sang his greeting gay,  
Almost a month ago.

"Come crocus, heartsease, tulip bright,  
And baste you violet blue,  
Come, come you grasses, buds and leaves,  
We want you daffy too,  
To scatter fields and woods and hills  
With leaves and blossoms gay,  
For don't you know sweet May is near,  
And with her Arbor Day?

"More flowers, buds and birds she'll bring  
With her this happy May,  
And children o'er the country wide,  
Will gather Arbor Day  
To plant in garden, park and lawn,  
Mid speech and songs so merry,  
The linden, maple, chestnut, oak,  
Pine, willow, ash and cherry."  
Brooklyn, N. Y.

## THE CHILD AND THE WIND.

BY LOUISE POLLOCK.

"Dear Mr. Wind, are you a friend,  
Like sun and moon and stars above,  
Who always seem so full of love?"

"Yes, dear child," the wind replied,  
"To the kindergarten let us go,  
To learn what little children know.

"They love me well, and all will tell  
That without me they could not live,  
For many things to them I give."

*George.*

When it is cold the wind so bold  
Helps us, when our fires we light,  
And makes them burn so warm and bright.

*Katie.*

When all around, we see the ground  
Covered so deep with sleet and rain,  
It comes and makes it dry again.

*Walter.*

Oh, yes, I know what makes them go,  
Our flying kites high in the air.  
When pleasant is the day and fair.

*Rodes.*

Just come with me and you will see  
The little boats with sails so white,  
They're blown along by breezes light.

*Dorothy.*

When it is warm no sign of storm,  
In summer time how oft we pray  
That some cool wind might come our way.

*Florence.*

On washing day, our maid will say:  
"The sun does shine, the wind does blow,  
And soon my clothes will dry, I know."

*Edith.*

The wind mills go, when breezes blow.  
And grind from wheat the flour which makes  
Loaves of bread, which the baker bakes.

*Bessie.*

Some nuts I see up in the tree,  
The wind will shake them down for me,  
And thus a friend indeed will be.

*Karl.*

I heard the trees speak to the breeze,  
"My seeds on thee I will bestow,  
From which more shady trees shall grow."

*Dora.*

How sweet the air when flowers fair,  
Give to the breeze their fragrance rare,  
For many this delight to share.

*Josephine.*

When through the night the windows tight  
Were closed, and made the air so bad,  
We need fresh air to make us glad.

*Ruth.*

And when on high we see the sky,  
Covered with clouds so dark and gray,  
We wish the wind would drive them away.

*Manning.*

But when 'tis fair and hot the air,  
For clouds we look each day in vain,  
And hope the wind will bring us rain.

*All.*

How blest are we, and as we see,  
With grateful hearts, each gift descend,  
We thank thee, God, our loving friend.  
Washington, D. C.

## GOOD-NIGHT BIRDIE.

BY MARY LLEWELLYN CLAYPOLE.

Good-night little birdie up in the tree,  
Bedtime has come for birdie and me.

Go to sleep, birdie, and shut your eyes tight  
And wake not again till the morning light.

What do you dream of, birdie, sweet  
As you stir in your sleep and say, "peet, peet?"

Do you dream of the time when your wings grow  
strong.

You will fly abroad the whole day long?

Sleep little birdie up in the tree,  
We are safely guarded, both birdie and me.

And I'll pray as I kneel at dear mother's knee.  
Dear Lord, guard mother, father and me.

But, please, don't forget, while your guarding me  
The dear little birdie up in the tree.

London, Ont.

A Richmond, Va., correspondent writes: If the critics of the kindergarten could see how carefully my children handled their beautiful productions and with how much joy and pride they carry them home, these same critics would not only offer an apology for their criticisms, but would be willing to pay full price to the space which you devote to printing their blunders. On account of mumps and measles, which for the first time in eight years entered my schoolroom, I did not give the usual Easter play, but every child made from one to three nests and modeled from three to nine eggs, so that every sick child was remembered by his more fortunate playmates. You may be sure that the table with thirty-five soft, green nests, each filled with three snow-white eggs, was a beautiful sight.

At Seattle, Wash., the kindergarten association are fitting up an additional room in the basement of the school building which they occupy. This building will probably be the headquarters for the training class, however many kindergartens the association may be able to establish in different parts of the city. The school board grant its use without charge.

## MARY TURNER COOPER.

Circumstances have prevented until now the publication of a suitable memorial notice of Miss Cooper, who died at Indianapolis, February 16. She was a sister of Mrs. Eliza A. Blaker, who is well known as one of the leader spirits of kindergarten work in the country. Miss Cooper was Mrs. Blaker's constant companion and co-worker, was a member of the faculty of the Indianapolis Free Kindergarten and Normal Training school, as well as supervisor and critic principal of the colored kindergarten and Domestic Training school.

She came to Indianapolis with Mrs. Blaker, about fourteen years ago, then only a little girl, but her heart filled with the noblest of all human purposes—the desire to become a friend of humanity. She dedicated her best effort and life's work to the uplifting of the colored people, a people who have come up through great tribulation. It was a cause misunderstood, at the time, and against which there was great prejudice; but moved by the same spirit, which prompted the Great Teacher, when He said, "Let the little ones come unto me," she gathered them round and about her, and kindled in their young lives such a light as had never shone there before. In the hearts of the mothers and fathers, and older brothers and sisters, her influence aroused a true purpose of self-helpfulness.

Miss Cooper's work in the mothers' meetings and district visiting deserves special mention. Her spirit was so courageous, so full of sympathy and purpose, that she was peculiarly adapted to this line of work. As a light bearer, she entered the darkest homes, carrying with her a message of strength for to-day and hope for to-morrow. She was a friend of humanity, and she gave up her life to her friends, no greater thing than this can be said of any one. Such a life is its own beautiful benediction.

The training school held memorial services at the building, on the afternoon of February 20; those taking part paid fitting and beautiful tribute to Miss Cooper's life and work in her home, in the school and in the hearts of the people. The colored mothers also met in living memory of Miss Cooper. Each mother present spoke in a homely, beautiful way of Miss Cooper's influence in her life, and in her home, and in the hearts of her children. They sang the songs "she loved best to hear," and

made a prayer in which they pledged themselves to abide in her teaching.

Below we give a tribute by one of the colored mothers:

To the memory of our dear teacher, Miss Mary Cooper: As a teacher in the kindergarten work she was the most kind and efficient worker, with patience and love to all about her. To her pupils she was the most indulgently kind, never seeming to get weary or tire of her labors. We, as mothers, are at a loss without her, and wonder who can fill her place with so much interest and sympathy for the little ones. We can never find words with which to express our regret at her untimely taking off. Enough praise cannot be said of her who has worked so long and faithfully to cultivate the minds of these little ones to usefulness in future life. We hope at some future date the colored kindergarten will erect a monument in her memory.

MRS. L. J. TYREE.

## RESOLUTIONS ON THE DEATH OF MISS COOPER.

For the first time in the history of the Indianapolis Kindergarten Normal Training school, death has entered the faculty and claimed one of its members, Miss Mary Turner Cooper.

Whereas, she who has passed from this life into Life Eternal has not died, but lives on in the memory of those to whose good she devoted her thought and life; of the students to whom she ever held out aid and encouragement; and of those who were nearest and dearest to whom she was a stay and strength,

Therefore, be it resolved, That in her loss, the Normal Training school mourns a valued and esteemed teacher, whose place cannot well be filled; the Free Kindergarten Society a faithful assistant; and the colored kindergarten, which was her especial charge, a wise and sympathetic friend, a loving and enthusiastic teacher, a patient guide. She leaves a living monument in the hearts of her pupils.

Resolved, That the Normal Training school extend its sympathy to the family of Miss Cooper in their great sorrow.

Be it further resolved, That copies hereof be given to the family of the deceased, and to the press of Indianapolis, and be spread upon the school records.

To the family of our dear Mary Turner Cooper: In testimony of our appreciation of Miss Cooper's character and of her work in the free kindergarten of this city, we, the members of the executive board of the Indianapolis Free Kindergarten and Children's Aid Society, resolve,

That, in the removal of Miss Cooper from her field of labor, the cause of little children has suffered an inexpressible loss; that we recognize her peculiar fitness for a more than ordinary usefulness in the service of childhood, that by nature she was especially adapted to sympathize with the needs of little children; that by training her natural aptitude was perfected, while a Christian spirit breathed through her every effort.

Her work among the colored children calls for special mention.

She assumed this labor when the cause was unpopular; she lived down much prejudice; and, like Colonel Shaw, died at her chosen post, a kindergarten leader among the colored children of our city.

Indianapolis, Ind.

## DEATH OF MRS. SAWTELL.

Lucy A. Doolittle, wife of Edwin Sawtell, died at Brockton, Mass., April 8, from an attack of pneumonia which ended in paralysis, having been sick about three weeks. She was born at Bernardston, Mass., and was brought up there. She was an intellectual girl and took an advanced course of study to fit her for teaching, which vocation she followed for years. She was an early graduate from a kindergarten training class in Philadelphia, and then went to the Argentine Republic, where she was the director of the National kindergarten school. Upon her return to this country she conducted a kindergarten school in Topeka, Kas.

In 1893 she became the wife of Mr. Edwin Sawtell, and since her residence in Brockton she has become well known. She took a vital interest in every movement for the moral uplifting of the people, and to her personal efforts is due the kindergarten sentiment that exists in that city to-day. Her personality was such that it was bound to stamp the word success on anything she undertook. She will be remembered also for the good work she did in the Central Methodist church.

## WRITTEN ON THE DEATH OF MRS. EDWIN SAWTELL.

Hush! The angel of death has entered  
Once more within our midst,  
The mark of his ice cold fingers  
Is left on her silent breast.

No more will her loving heart be centered  
In the work which she loved best;  
She has entered a higher mission,  
And has found her heavenly rest.

Rest from all life's cares and troubles,  
In those "many mansions fair;"  
Safe upon the Saviour's bosom  
She has found her rest from care.

We shall miss your loving presence,  
We shall miss thee everywhere;  
In our kindergarten schoolroom  
There will be one vacant chair.

Rest on, thou noble spirit,  
Free from all life's earthly care;  
Cross has turned to crown of glory—  
Rest in peace forever there.

Mrs. L. R. GOULDING.

A Boston paper says: "Brockton has closed her kindergartens to reduce expenses. This is penny wise and pound foolish economy, which it is to be hoped no imitators."

## THE PHILADELPHIA BRANCH.

The April meeting of the Philadelphia Branch of the International Kindergarten Union, was thoroughly enjoyed by all present.

Our president, Miss Constance Mackenzie, had been the delegate to the convention of the International Kindergarten Union held in New York, and she gave us a clear idea of the purpose of the gathering, before introducing the speaker of the afternoon, Dr. George Gould of Philadelphia. Miss Mackenzie laid stress upon the fact that the union is endeavoring to bring about an adjustment of the requirements of kindergarten training, a unity based upon essential kindergarten principles.

Dr. Gould's subject was "The Role of the Maternal Instinct in Organic Evolution." He said, "We must differentiate between the love of self and the love of our children." The one self-centered, is devoted to saving the life of the individual, while the other is its opposite. There is continual sacrifice in plant, animal and human life in order to save and nourish offspring. It is the same spirit of love animating all. "Maternal love which we use for want of a better term, includes much more than the mere idea of maternity. It is a divine love and is often exhibited by fathers as well as mothers. I pity those who do not see in this the presence of the living God, profoundly interested in the carrying on of biological life." The universality of mother love, witnessed as it is in the loveliest forms of life, as well as in the highest, shows that there is a purpose, a divine purpose, poured down into them from above. It is maternal love that has produced all of usefulness and of beauty that we possess.

Dr. Gould then spoke at length of the wonders of biological evolution; the persistent effort to propagate species shown in the nourishment and distribution of seeds, the ingenuity and sacrifice evinced in animal life with the view of nourishing fresh young life. The hand of God thus keeps up the repopulating of the world; He sees that His little ones are fed. A strong plea was made for a multiplicity of pets for children, that they may have sympathy for all living things. In closing, a vivid picture was presented under the guise of a dream. In the dream maternal love silently ceased to be. Selfishness looked out from all eyes. The song of birds was hushed, the lovely coloring and fragrance of flowers were

no more. All beauty fled save that of quivering sunshine or silvery moonlight. Cosmic horror crept through all. "God is dead" was whispered. No milk, no corn, no wheat, no eggs, universal famine was abroad in the land. Within two years of the death of maternal love, there was nothing but death in all the wide universe.

If anything more had been needed to show the magnitude and importance of the "miracle of maternal love" in biological evolution, this word painting would have deeply impressed it.

MARY L. LODOR.

#### GENERAL NEWS.

The Western Drawing Teachers have the third annual meeting of their association at Indianapolis, April 30 and May 1-2. It is intended for supervisors of drawing and manual training, kindergartners, teachers in every grade, in short, all lovers of art. Miss Amalie Hofer takes part in the discussion of a paper on "Imagination and Expression," which Prof. John Dewey of Chicago reads Thursday morning. E. Newton Reser of La Fayette, Ind., is general secretary and treasurer of the association.

The Illinois Society for Child Study will hold its next annual Child Study Congress at the Chicago and Cook County Normal school, Englewood, May 14-16. This is the third annual congress of the society and every effort will be made to render it the best one to date. Col. Parker is president and C. O. Van Liew secretary and treasurer.

The Tacoma (Wash.) Free Kindergarten Association has elected the following officers: President, Mrs. George Browne; vice-presidents, Mrs. Bradley, Mrs. Griggs, Mrs. Bardsley; treasurer, Miss Seymour; recording secretary, Miss Frances Wolbert; corresponding secretary, Miss Bosse; superintendent, Miss Dewey.

The officers of the Free Kindergarten Association of Seattle, Wash., are as follows: President, Mrs. W. G. Swalwell; vice-presidents, Mrs. S. N. Baird, Mrs. J. P. Caithness; recording secretary, Miss Helena Saxton; corresponding secretary, Mrs. C. C. Brown; treasurer, Mrs. B. H. Vollane; auditor, Mrs. S. E. Thayer.

Miss Susan P. Pollock of Washington, D. C., was recently the guest of the Louisville kindergarten club and spoke to them at length regarding kindergarten principles, noting the points taken from

Christ's teachings. Miss Pollock also gave an address at Lancaster, Pa., by invitation of the Luther League of Trinity church, being assisted by Miss Sara K. Lippencott, who acted as demonstrator during her talk. Her summer classes at Mountain Lake Park, Md., begin July 27 and continue till August 25.

The Lafayette street kindergarten at Los Angeles, Cal., is in charge of Mrs. F. D. Stimson and her teachers, Mrs. Reed and Miss Ella Clare, have done excellent work. Recently the Stimson-Lafayette Industrial Association has been formed and a building will be erected in which to teach cooking, sewing, laundry and other housework, sloyd and manual training in general, the kindergarten being continued in the same structure.

Miss King of the kindergarten department of the Dorrance Academy, Snohomish, Wash., addressed a mass meeting at Everett, for the purpose of starting a free kindergarten. An association was formed and a kindergarten will be opened under the charge of Miss Nellie Proctor.

The Pittsfield (Mass.) Kindergarten Association has secured Mrs. Olive Thorne Miller to give a course of ten popular bird talks, beginning May 20.

The Normal school at New Orleans, La., has started a kindergarten department in connection with the practice-classes. Miss Evelyn Waldo and Miss Carrie Sandidge have charge of the work.

The officers of the East End Kindergarten Association of Brooklyn, N. Y., are as follows: President, Mrs. J. Coleman Adams; vice-presidents, Mrs. Charles B. Bartram, Mrs. W. J. Barron; secretary, Mrs. Watson; treasurer, Mrs. A. V. Linde.

Miss Elizabeth Kittredge has opened a kindergarten at her home on Susquehanna avenue, Funkhannock, Pa.

Miss Gertrude Skinner is director of the kindergarten at Bennington, Vt.

Mrs. Richard T. Auchmuty supports the Auchmuty kindergarten, 545 East Eleventh street, New York.

Miss Fannie Lord has opened a private kindergarten at her home on Pearl street, Thompsonville, Conn.

Miss Millie Gacke is assistant in Mrs. C. H. Jackson's kindergarten at Denville, N. J.

Miss Leonard has a private kindergarten at Wellsville, N. Y. Miss Bertha Jones and Miss Emily Barney are her assistants.

Miss Hungerford is director of the Cass Kindergarten, Omaha, Neb.

Miss May F. Leland has resigned her position as kindergartner at Andover, Mass., and accepted the position as principal of the Taylor Kindergarten, Cambridge, Mass.

Miss Annie R. Abbott has a kindergarten at her home on Avon street, Wakefield, Mass.

Mrs. A. H. Carpenter has opened a kindergarten and primary school at her residence, 202 Grand avenue, Long Island City, N. Y.

At Belding, Mich., a kindergarten has been opened in the public school. Miss Emily Lowing is kindergartner.

Miss Katherine Durgin has charge of the kindergarten at Bucksport, Me., assisted by Miss Lillian Ames.

The kindergarten at the Academy of Lourdes, Rochester, Minn., is in charge of Miss Frida Randall.

The kindergarten association at Forty Fort, Pa., has elected the following officers: President, Miss Anna D. Reilay; vice president, Mrs. H. W. French; secretary, Miss Stella M. Shoemaker; treasurer, Mrs. Edward Smith.

Miss Ethel Shoemaker of Boston has a kindergarten at North Attleboro, Mass.

The new Chauncy Hall school at Boston is in charge of Misses Taylor, De Merritte and Hagar and Miss Lucy Wheelock has charge of the kindergarten department, which is located at 284 Dartmouth street, where she lives with a few of her pupils. This house is next to the Vendome and both the kindergarten and primary classes meet in the building, together with the training classes and the mothers' class which Miss Wheelock hopes to form in the fall.

Miss Mame Renner has opened a kindergarten at her home on North Chestnut street, Barnesville, O.

At Ft. Fairfield, Me., the services of Miss Grace Carter of Bethel have been secured for the spring term of the kindergarten. There is an afternoon session of two hours duration for the older pupils in primary work. Miss Carter is assisted by Miss Edith Rackliff.

An exhibit of the Gerald Memorial Kindergarten of the City Park Branch of the First Presbyterian Church, Brooklyn, N. Y., was held April 10. The kindergarten was dedicated to the church by the Macnaughton family in memory of Gerald Macnaughton.

## REPORT OF GRAND RAPIDS ASSOCIATION.

The fifth annual meeting of the Grand Rapids association was held April 18, in the training schoolrooms on Barclay street. The president, Miss Emma Field, occupied the chair, and very interesting reports were given by the secretary, Miss Clara Wheeler; the treasurer, Dr. Arthur Hazelwood and Mrs. L. W. Treat, kindergarten director. Miss Wheeler reported a membership of 133.

The enrollment in the Kindergarten Training school is fifty-one, exclusive of the conference and literary classes and the teachers' classes. Mrs. Treat has been ably assisted by the Misses Frances Louise Clark, Carrie Mae Huse and Josephine Ewing. The value of the summer school was commended highly. Eighteen kindergartens are organized in the city, ten being private, six connected with the public schools, the Ottawa street kindergarten and day nursery, and the Waterloo street kindergarten. Mrs. Treat has lectured in fifty-four different cities in behalf of the work. An account was given of the work done by the graduates of the training school in other cities. Mrs. Treat spoke in glowing terms of their success. Dr. Hazelwood reported the receipts to be \$2,944.63. Amount paid out for salaries, \$1,659.

Dr. Hazelwood, recommended that the duties of the treasurer be added to Miss Wheeler's work as secretary. The officers are: President, Miss Emma Field; vice-president, W. Millard Palmer; secretary-treasurer, Miss Clara Wheeler. Mr. Palmer recommended that the association give a coarse of lectures next fall and winter and stated that he had reason to believe that the distinguished authors Ian MacLaren, Hall Caine and Hamilton W. Mabie can be secured as lecturers. The board of trustees was a committee appointed to co-operate with Mr. Palmer in securing these famous men to appear in the lecture course.

Miss Agnes Arnold has charge of a kindergarten at Newton, Mass.

Miss Laura Pixley conducts a free kindergarten in the W. O. T. U. rooms at Kalamazoo, Mich.

Mr. James L. Hughes in an address delivered at Syracuse, N. Y., said that the great value of the kindergarten lies in the fact that it does not strive to place the knowledge in the child but to get the child in a condition to get it for itself.

## WORCESTER NOTES.

To an unusual degree the past has been a winter of lectures for this city, and of the various courses offered a number have been of special interest to kindergartners. Perhaps those under the auspices of the teachers of Worcester should receive first notice. President E. B. Andrews of Brown University opened the series, speaking upon "The Educational Value of the Kindergarten and its Methods." Lectures by President Charles de Garmo of Swarthmore College, upon "Sociological Ends of Education," Dr. Felix Adler of New York upon "The Organic Idea in Education," and President G. Stanley Hall of Clark University, upon "Current Movements and Reforms in Education," have followed. The audiences have been large and by no means composed of public school-teachers only, showing that interest in the speakers and their subjects was not confined to those actually engaged in educational work.

Three lectures of the course are yet to be given. Of these the next one will be delivered by Commissioner of Education William T. Harris, whose subject is not yet announced. Later come Mr. C. Howard Walker of Boston, upon "Art," and Prof. John Fiske of Harvard University, upon "Charles Lee, the Soldier of Fortune."

Where all have been so richly suggestive and so well worth hearing, none can be selected for special report, but one must comment upon the significant fact that the president of a university has thought it not beneath him to study the Kindergarten and its methods, nor was his appreciation of it lukewarm in the lecture which set forth some of the results of that study. The respective positions of President Andrews and Principal J. M. Guilliams of the Jasper Normal school are diametrically opposed—"the trained queens of the kindergarten" are content to let time judge between them.

Of other lectures, mention should be made of that of Mr. Milton Bradley and those given by Mr. Henry T. Bailey to Miss Rust's kindergarten training class and others interested in their respective subjects, color and drawing. Dr. C. F. Hodge of Clark University spoke one afternoon to the Kindergarten Club on the growth of the brain. Dr. E. C. Sanford of the same institution has given a course of ten fortnightly lectures, to about fifty women, mostly public school-

teachers with a sprinkling of kindergartners, on those aspects of psychology which especially appeal to all workers in the educational field. In Mrs. Laura Ormiston Chant's lecture before the Woman's Club of this city some weeks ago, she paid warm tribute to the spread of the kindergarten in America, expressing the hope that "the time would come when in every state it would be recognized as the only proper introduction to education." Surely kindergartners would find in Mrs. Chant a kindred spirit.

Probably the opening of another public kindergarten here will be an event to be chronicled soon. The school board has "voted to recommend the establishment" of one "for children not under four years of age," when the addition to the Elizabeth street school building is completed. This is a locality where there are many little ones, of whom a large proportion are of foreign parentage, and it will be warmly welcomed.

The month of April has seen the opening of two more Sunday kindergarten classes in this city, both to be held at the hour of morning service. The one at the First Universalist church is under the direction of Miss Emily Viets of the Salisbury street public kindergarten. The other at Pilgrim (Congregational) church, started April 12, with an attendance of nineteen. For several years this church has had a kindergarten department in its Sabbath school, and now adds a second class to meet what seems to be the demand for one at the earlier hour. The next step should be the establishment of a real kindergarten in some needy part of its parish by this which is known to many as an institutional church.

An amusing incident comes from the kindergarten of the Temporary Home and Day Nursery of Worcester. While the kindergartner was speaking with a visitor, one of the little folks passed between them in childish haste. In reply to the reproofing question, "What do you say, Esther, when you pass in front of any one?" came the prompt and unconscious reply, "Please get out of my way."

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Miss Sara E. Wiltse, corresponding secretary of the International Kindergarten Union, has received a flattering offer to leave her work in Boston and take charge of the kindergarten department of the state Normal at Los Angeles, Cal.

**BIRTHDAY CELEBRATIONS.**  
**AT PHILADELPHIA.**

The regular meeting of the Philadelphia Society of Froebel Kindergartners was held April 18, in the auditorium of the School of Industrial Art, Broad and Pine streets. It was opened by the singing of the Froebel Birthday Song, composed by Mr. W. W. Gilchrist. This was followed by the game "Froebel's Birthday is To-day," in which the beautiful, fragrant flowers of the magnolia were used in making the "bower." Mrs. Pickering read a story entitled the "Snowdrop," which was illustrated by the song the "Snowdrop," and Miss Waddington's interesting story of "A Robin" was illustrated by the song of "Five Little Robins."

Prof. Daniel Batchellor spoke on "The Relation of Song to the Games." "Let the play grow out of the song," he said, "a game should naturally develop from a song; this a child very often does for himself when the music is well known and the meaning of the words clear. Music is the great power in cultivating the imagination. If a child is familiar with the words and music of the song he will use the right gesture in the interpretation of them. Let every child be free to express himself in this way."

Mrs. Van Kirk read a paper in which Herr Friedrich Froebel is represented as stepping out of his oaken frame on the wall and conversing with a discouraged, over-wrought kindergartner. After telling her of his life, his discouragements and disappointments, he says, "Others, braver and stronger than we have been tired too. It may be that the Great Teacher was tired when after doing his best in his kindergarten of older growth, they cried crucify him. Perhaps Socrates also was weary before they gave him the poisoned draught for perverting the youth of Athens. Then, too, there was Pestalozzi, did he give up trying because he doubted his fitness for the work when people showered upon him the most shameful abuse? Did he desert his colors? No, he stood at his post amid a storm of dissenting voices. There never was a teacher worthy of the name but that had moments when it seemed as if his best efforts proved futile.

"I can see in a vision the future of the kindergarten—the rooms will be as oases in deserts of brick and mortar, in the enclosed court yard about them will be trees with birds fluttering in their branches there will be grass and flowers,

and in sparkling fountains, fishes will be darting about. There will be an abundance of sunshine, and the kindergartner will live with her children. In that day the first and last duty of the legislative powers will be for the children. Wealth will be the dower of the children, for all will see plainly what they now see but dimly, that the peace of individuals and the fate of nations lie in the weak hands of childhood. The world will join hands then; they will work to save the man in the boy, in the thought save the deed. It will be because it must be." After a very pleasant social hour the meeting adjourned. A. M. F.

**AT ST. LOUIS.**

There was a united observance at St. Louis, held Monday evening at the High School Auditorium, on the part of the St. Louis Society of Pedagogy, the St. Louis Froebel Society and the Isabel Crow Kindergarten Association. Mrs. Halsey C. Ives sang the Froebel Birthday Song, with Miss Harriet P. Sawyer as accompanist and then Mr. Francis E. Cook gave an address on "Froebel's Educational Idea and its Influence," after which Mrs. Ives sang the "Slumber Song." A handsome badge was provided for the occasion in the shape of an octagonal star, folded by the children, with three pendants bearing these legends: "A United Celebration, Friedrich Froebel, April 21, 1782."

**AT JAMAICA PLAIN, MASS.**

A delightful reception was given by the ladies' visiting committee of the Kindergarten for the Blind, Jamaica Plain, Tuesday afternoon. At 3 o'clock the guests were invited to visit the children in their class rooms and inspect their work. The sloyd, sewing and all the forms of kindergarten handicraft were thrown open to the inspection of the interested visitors, while the happy faces and deft and busy hands of the little pupils told more plainly than anything else of the bright, useful and contented lives they lead in this pleasant home.

Half an hour later all assembled in the hall for the programme which formed the main feature of the afternoon's entertainment, the boys being seated on the right and the girls on the left of the platform, all clad in their holiday clothes and wearing their happiest expression.

The exercises opened with a "Salute to Boston" by the kindergarten orchestra, under the direction of the music teacher of the institution, Miss Read.

This was followed by songs, recitations and instrumental selections by the little folks, the programme terminating with a medley by the orchestra.

The performances of these little blind children were quite as creditable as those ordinarily given by seeing children of the same age. Their recitations were unusually good, partly because of the dramatic feeling which almost all possess and partly from the absence of self-consciousness and timidity which so often assails other children under similar circumstances. Their voices, too, whether in reciting or singing, are remarkably sweet.

Dean Hodges of the Theological school made a brief address in which he said that it was impossible to come into contact with any of this work without recalling Dr. Howe and his persistent efforts.

Dr. Samuel Eliot, president of the board of trustees, made a few remarks on the influence of lower education upon the higher, and a plea for funds, written by Mr. Anagnos, the director, was distributed among the audience.

At the close of the programme the guests crowded about the platform and talked with the little ones. Tommy Stringer and Willie Robin, the blind and deaf children, as usual were the centers of marked interest, and through their respective teachers held conversations with their friends.

Little Homer Wardwell, the last comer of this class of pupils, was also much noticed. He is but five years old, and entered the institution last fall. He is a bright faced, attractive looking little fellow, whose double misfortune came through an illness, which has left him weak and enfeebled ever since. But in spite of these drawbacks he has learned to spell a few words, string beads, and in other ways has manifested his intelligence and capacity of learning. Like the other blind and deaf children he has a special teacher, who devotes her entire time to his interests.

The reception was given under the auspices of the following women: Mrs. Louis Agassiz, Mrs. William Appleton, Miss Caroline Derby, Miss Gardner, Mrs. John Chinman Grav, Mrs. Thomas Mack, Mrs. E. Preble Motley, Miss Laura Norcross, Miss Edith Rotch, Miss Annie C. Warren.

Among the guests were many prominent people, including Mrs. Laura Richards, the daughter of Dr. Howe, who did so much for the blind children.—*Boston Globe.*

#### AT NEWARK, N. J.

The thirty little children of the Crazy Jane kindergarten, with their kindergartner, Miss Delia Hope Jacobus, had a happy day. The opening morning talk was full of loving words about Uncle Froebel, his picture being shown and stories told about his love for flowers. These poor little Crazy Jane children were not the only happy ones on this day. During the morning session, a private school of five children with their kindergartner visited these thirty little ones. Each child carried a large pot of beautiful flowers and presented them to the Crazy Jane poor children. Such sweet, lovely flowers. And such lessons that were learned from them on this Froebel's Birthday! A treat of cake and cream was given by a lady whose heart is in full sympathy with little children and their welfare. Here the rich and poor gathered in the name of Froebel and partook of the feast together.

In the afternoon, Miss Jacobus, organized a "Mother's meeting." The gathering was a truly successful one. Seventeen mothers, who are hard, toiling women, left their tubs and hot stoves to listen to what Miss Jacobus had to tell them about the work of the children. A delightful hour and a half was spent in conversation about Froebel and his "ideas," after which the mothers told how their little ones loved the kindergarten and what it was doing for them.

A treat of cake and cream was also given by the same kind lady to these poor burdened mothers. The day, from nine in the morning till six in the afternoon, was one round of pleasure and profit, and Froebel's birthday celebration was a blessing to many. The mothers expressed their gratefulness for this happy time, and before the leave taking pledged themselves to meet with Miss Jacobus once a month to gain more knowledge about Froebel and the kindergarten.

#### AT BROOKLYN.

Miss Fitts writes from Pratt Institute that the gathering included between five and six hundred kindergartners, being one of the largest kindergarten assemblies that ever convened for a social time in New York or Brooklyn. It filled the two large reception rooms of the Pough mansion, as well as the entrance, the banquet hall being used for the games. Miss Hunter, president of the New York Kindergarten Union presided and led the march. The games were very well played, but some imperfections were un-

avoidable, owing to the crowd. Miss Brooks read an excellent paper and Miss Haven spoke for five minutes in a happy vein. Miss Fitts talked briefly about her visit to the land of Fröbel. The badges were of green ribbon and D. Appleton & Co. loaned the plate of the Greeting Song from Miss Blow's edition of the Mother Play Songs. The spirit of fellowship shown in this meeting was all that could be desired.

#### AT PROVIDENCE.

The observance at Providence was under the management of Miss Wheeler and Mrs. Harriman, who invited the kindergartens of the vicinity to the Fröbel school and entertained them in a way not soon to be forgotten. There was a reception at 6.30 o'clock Monday evening, followed by supper, speeches and a song. Miss Arnold was principal speaker, and her theme was the elements which enter into the work of a successful teacher, a subject which gave her the opportunity to set forth the ideals of true teaching. She was followed by the editor of the News who outlined some of the problems that kindergartners of the present day are called to face. Mr. Page, master of the white grammar school, Boston, came next with an eloquent word of warning against the prevailing spirit of the age, which tends to exalt the material side of affairs, and a plea for genuine character building. The last speaker was Mr. Slackwell, commissioner of Rhode Island public schools, whose words of felicitation and congratulation were pleasantly received. Members of Mrs. Harriman's training class acted as ushers and the rooms of the Fröbel school were rendered very attractive with palms and other decorations.

#### AT NORFOLK, VA.

A pleasing entertainment was given at Mrs. Watt's Kindergarten on Fröbel Day, at 5 p. m. The rooms were tastefully decorated with branches of wild cherry, buttercups, spiraea and wistaria. The programme opened with a French song and welcome, then came the Fröbel celebration. Rev. A. S. Lloyd gave a sketch of Fröbel, then the children marched and sang about him. They also recited "Flowers are cousins to children," and a few other appropriate lines ending with

"You gave us songs and plays and happy hours,  
Now on this day of days, we bring you flowers."

when a little girl crowned his picture with white spiraea.

#### THE BUFFALO MEETING.

##### ITS GENERAL FEATURES.

Without question the coming session of the National Educational Association at Buffalo, July 7-10, will be one of the largest and most important in the history of that great organization.

In order to properly present the attractions of this gathering to our readers we can hardly do better than quote liberally from the circular of Albert E. Swift, secretary of the local organization, who writes as follows:

Our organization is now about complete. Our Executive and Sub-committees are such as any city in the wide world might well be proud of. The entire body of Buffalo's best citizens are falling into line, putting shoulder to shoulder for the purpose of making the preparations complete for the national meeting of teachers. It shall be our aim to have every person who attends the N. E. A. given a royal reception, the best of cheer in its highest sense while here and a God-speed on his homeward journey. Owing to the broad-gauge liberality of the Executive Committee and the Board of Directors of the Ellicott Square Co., Buffalo will make her initial bow to the N. E. A. from Ellicott Square, covering one and one-seventh acres, the largest and finest office building in the world, as that is where the business headquarters will be located. Ellicott Square will contain a handsome, quick service, moderate price restaurant which will be capable of serving 3,000 people between 11.30 a. m. and 2.00 p. m. They can seat 500 people at one time. A very large and fine restaurant will be found in the new D. S. Morgan building, and another in the new Guaranty building. These, with the older and well known restaurants will afford ample facilities in that line. Music Hall, grand in proportion, beautiful to the eye and complete in detail, will be the place of general meetings. The commodious High School building, Women's Union Hall, the Library Building, Buffalo's architectural pride, and as many other churches and halls as can possibly be used are already set aside for the N. E. A. In short the Mayor, Common Council and citizens generally have already decided that when President Newton C. Dougherty arrives in Buffalo the last of June they will hand over to him the keys of the City, placing at his disposal for the use of the N.

E. A. every thing that can add to the joy or the up-lift of the July meeting. In this letter it will be impossible to enumerate the pleasure in store for our guests from all over the nation in the way of excursions, short and long, both by water and rail. No city on earth can do better in this direction. Packages of printed matter will be despatched immediately to every State Manager of the N. E. A. and to all State Superintendents of Education, giving full information for them to distribute throughout their territory. These will give all particulars of the pleasure in store at Niagara Falls, Niagara-on-the-Lake, Crystal Beach, Woodlawn Beach, Portage, Watkins Glen, Grand Island, Rock City, the trip by trolley through the Niagara Gorge at the water's edge, which is unsurpassed in grandeur by any trip in the Rocky or any other mountains. They will also give particulars in regard to special trips on our Lake Erie floating palaces, the delightful resorts on Lake Chautauqua, the excursions to Toronto, down the St. Lawrence to Lake Champlain, Lake George, the Adirondacks and White Mountains and all the Atlantic coast resorts etc.

The Executive Committee of the N. E. A. will have their Headquarters at the Iroquois Hotel, corner Main and Eagle streets.

A competent committee is already at work districting the city of Buffalo. They will place in each of such districts a person well acquainted with the territory to make a thorough canvass for suitable homes in private families for our guests. The Ladies' Missionary Societies of our churches, the Women's Union of Buffalo, and other leading societies here have agreed to organize their members and friends to care for visiting teachers. Many will be entertained in homes which would not ordinarily care to entertain for pay. In this case they will do so at the rate of \$1.00 and \$1.50 per day, turning the proceeds over to their favorite charity. This insures to all persons good accommodations at reasonable rates.

Rates have been fixed with the Buffalo hotels as follows: Iroquois Hotel, Main corner Eagle, 150 rooms, \$4.00, Headquarters National Executive Committee, also Headquarters for several States. Tiff House, 465 Main street, two blocks above Iroquois, 175 rooms, \$2.50 to \$8.00. Genesee Hotel, Main corner West Genesee, two blocks above Tiff House, 150 rooms, \$2.50 to \$8.00. Mansion House, Main corner Exchange,

175 rooms, rates, \$2.50 to \$8.00. Niagara Hotel, corner Seventh and Porter avenue, facing lake and river front, ten minutes ride by trolley from Railroad stations, 100 rooms, \$8.50 to \$4.00. Richelieu Hotel, 89 Swan Street, thirty-five rooms, \$1.50 per day. Stafford House, Carroll and Washington streets, 120 rooms, \$2.00 per day. Tremont House, 19 Seneca, sixty rooms, \$1.50 per day. Continental Hotel, Exchange corner Michigan 200 rooms, \$2.00 per day. Carlton, Exchange corner Washington, fifty rooms, \$1.50 per day. Brozel Hotel, Seneca corner Wells, 150 rooms. Arlington Hotel, Exchange corner Wells, 100 rooms, \$2.00 per day. Gruener Hotel, 20 East Huron, forty-five rooms, \$2.00 to \$2.50.

A reception room and bureau of information will be placed at the disposal of N. E. A. guests free by the International Hotel at Niagara Falls. A competent committee will be in charge there during the meeting of the Association. The New York Central Railroad will make a fifty cent round-trip rate to the Falls, making the trip each way in fifty minutes by frequent trains. The Electric Trolley line will make a fifty cent round-trip rate with cars starting each way every seven minutes. By the arrangements which we have named, all who desire to lodge at the Falls can do so conveniently and at moderate expense. The following is a list of Niagara Falls Hotels with their rates to guests attending N. E. A.:

International Hotel, accommodates 600 people, \$8.00 per day. Cataract Hotel, accommodates 500 people, \$8.00 per day. Imperial Hotel, accommodates 400 people, \$2.00 per day. Olifton House, (Canada Side) accommodates 300 people, \$4.00 per day. Prospect House, accommodates 100 people \$3.50 to \$5.50 per day. Hotel Kaltenbach, accommodates 100 people, \$3.00. Tower Hotel, 100 people, \$2.00 per day. Temperance House, 100 people, \$1.50 to \$2.00. Niagara Hotel, 100 people \$1.50 to \$2.00. Salt's New Hotel, seventy-five people, \$1.50 to \$2.00. Columbia Hotel seventy-five people \$1.50 and \$2.00. Harvey House, sixty people, \$1.50 and \$2.00. Niagara Falls House, 100 people, \$1.50 and \$2.00. United States Hotel, seventy-five people, \$1.50 and \$2.00. Hotel Schwartz, fifty people, \$1.50 and \$2.00. Hotel Mayle, fifty people, \$1.50 and \$2.00. Hotel Atlantique, seventy-five people, \$1.50 and \$2.00. 150 small hotels and boarding houses, at Niagara Falls will

accommodate twenty-five to fifty people each with rates from \$6.00 to \$8.00 per week and \$1.00 to \$1.50 per day. N. L. Benham, Superintendent of Schools, will have charge of the Niagara Falls organization.

Bedell House, on the east side of Grand Island, in Niagara river, about six miles from the center of the city of Buffalo, and eight miles from Niagara Falls, will accommodate about 100 teachers, rates \$2.00 and \$3.00 per day, \$7.00 to \$15.00 per week. This is a beautiful spot. The staunch steamer "Silver Spray" will run from the foot of Ferry street and Hertel avenue to the Bedell House, in connection with the New York Central railroad and the Niagara street trolley cars.

Local excursion rates will be fixed on a very liberal basis, especially to near-by points, and it is probable that all points can be reached at a rate not to exceed two and two-thirds cents per mile for round trip.

The Trunk Line Passenger Association, including lines east of Buffalo, grants one fare for the round trip, plus \$2.60 (membership fee), with limitation of tickets for return to July 15. While this limitation is unusual and far from satisfactory, the committee decided that all interests of the association would be best served by accepting it.

The Central Traffic Association, including lines west of Buffalo, authorizes the same rates and ticket conditions as have been granted in former years, viz. one fare for the round trip plus \$2.00 (membership fee), with extension tickets, on the deposit plan, to September 1. The committee are especially indebted to the Central Traffic Association, not only for preserving the same rates and ticket conditions as have heretofore been granted, but for their efforts to secure similar terms from other passenger associations.

The Eastern Committee of the Western Lines Association, including territory between Chicago and Missouri river points, grants the same rates and ticket conditions as the Central Traffic Association except that tickets are limited for return to thirty days from date of sale. It is hoped that arrangements may yet be made to secure throughout the territory of the Western Lines Association the same extension of tickets for return as is granted by the Central Traffic Association, viz. to September 1. Favorable action by other passenger associations is assured at an early date.

The meetings of the National Council

begin Friday, July 3, and continue till Tuesday the 7th. Tuesday afternoon the general sessions of the National Educational Association begin, being continued on the afternoon and evening of each day until Friday evening.

#### THE KINDERGARTEN PROGRAMME.

The meetings of the kindergarten department will be held Wednesday and Thursday afternoons, July 8 and 9, at 3 p. m. The division between the two days has not yet been made, and the present schedule runs as follows:

Kindergarten Literature, Its Growth and Future. By Sarah E. Wiltse, Roxbury, Mass.

Child Study for Fathers and Mothers. By M. V. O'Shea, Buffalo, N. Y.

Parents' Study Classes. By Anna K. Eggleston, Albany, N. Y.

The Children of our Cities. By Mary E. McDowell, Chicago, Ill.

Allies of the Kindergarten Movement. By Caroline T. Haven, New York City.

Organization, A Social Ideal, An Educational Ideal. By Ellen M. Henrottin, Chicago, Ill.

Possibilities of a Kindergarten Club. By Bertha Payne, Chicago, Ill.

Descriptive Gesture, with Illustrations. By S. H. Clarke, University of Chicago.

C. O. Van Liew, Normal, Ill., Miss Frances Newton, Obautauqua Kindergarten Department, and other interesting speakers have consented to join in the discussions.

#### THE CHILD STUDY DEPARTMENT.

The sessions of the child study section occur Thursday and Friday at 3 p. m., and this programme is promised:

Child Study up to Date. By Sara E. Wiltse, West Roxbury, Mass.

Work of the Illinois Society for Child Study. By Francis W. Parker, Chicago, Ill.

Work of the Minnesota Child Study Association. By L. H. Galbreath, Winona, Minn.

Child Study in the Tompkins Observation School. By Elmer E. Brown, Berkeley, Cal.

Paper. By William L. Bryan, Bloomington, Ind.

Child Study a Part of the Teacher's Art. By C. C. Van Liew, Normal, Ill.

Methods and Results of Child Study Work at Clark University. By G. Stanley Hall, Worcester, Mass.

What Children Want to Do When They are Men and Women. By C. H. Thurber, Morgan Park, Ill.

Relation of Child Study to the Work of a City Superintendent. By C. B. Gilbert, St. Paul, Minn.

Interests in Childhood. By M. V. O'Shea, Buffalo, N. Y.

The Result of Child Study in Country Schools. By Anna K. Eggleston, Albany, N. Y.

President Earl Barnes of this department will undertake to arrange the list so that those topics which are of special interest to kindergartners will be put on the Friday programme, as there is no session of the kindergarten department that day.

### THE RAINDROPS.

By IDA GLOVER SEABURY.

Patter! Patter! Hark! I hear  
Little footsteps very near.  
Little footsteps who are you?  
Strangers or our friends so true?

"Who are we? Round Drops of Rain  
Tapping on your window-pane."  
What a crowd adown the street,  
Making Raindrop music sweet!

Little Raindrops, all, good-day!  
Have you come to see our play?  
Very welcome now are you,  
To our Kindergarten. Through

The window you can see  
What a happy band are we.  
At our work or at our play,  
Busy, happy, all the day.

Do come in, we'd gladly call,  
But we know you love to fall  
And splash outside, while we must stay  
In to watch you at your play.

The thirsty flowers seem to say.—  
"Thanks for coming down our way."  
Trees and grass and ripened grains  
Call, "Thank you! Little Drops of Rain!"

For fresh air you bring, to-day,  
While along, adown the way,  
You sprinkle, sprinkle, as you go,  
Cooling Raindrops to and fro."  
*West Philadelphia.*

At the annual meeting of the Indianapolis Free Kindergarten and Children's Aid Society, the president, Mrs. Elam, gave a very explicit statement of the management of the affairs of the society during her administration. Mrs. Blaker's report as superintendent of the

society was admirable. The mothers' meetings, which have been so successfully carried on, are proving more and more a help in the work. The enrollment of children in schools is 5,089. The present number of children belonging to kindergartners is 1,258; number belonging to domestic training school, 1,142; number of mothers belonging to instruction classes, 223; number of students in normal department, eighty-two, 268 being enrolled during the year, seventy-two of whom have graduated. The election of officers resulted as follows: President, Mrs. John B. Elam; vice-presidents, Mrs. John H. Holliday, Mrs. Herman Pink, Mrs. George Townley, Mrs. John C. New; secretary, Mrs. William T. Brown; treasurer, Mrs. Charles E. Darke. Mrs. Blaker was elected superintendent by acclamation.

The New York office of Milton Bradley Co., will hereafter be at 11 East Sixteenth street.

Miss Maria Barker of Utica gave a very interesting and comprehensive paper on "Interdependence," before the Mothers Club of Johnstown, N. Y., April 13.

The Free Kindergarten Association of Providence, R. I., has elected the following officers: President, Mr. Alfred Stone; vice-presidents, Mrs. A. M. Eaton, Miss Sarah E. Doyle, Mrs. F. P. Palmer, Rev. Anna Garlin Spencer, Mrs. E. B. Andrews, Mrs. Mary R. Chace; secretary, Miss Loraine P. Bucklin; assistant secretary, Miss Rebecca O. Sheldon; treasurer, Mrs. Charles H. Sprague; assistant treasurer, Miss Charlotte R. Tillinghast.

Miss Helen Harvey has charge of a kindergarten in the Free Baptist vestry, North Berwick, Me.

At Cleveland, O., the Day Nursery and Kindergarten Association is in a flourishing condition. The following teachers have the various schools in charge: Mrs. Britton, Mrs. French, Miss Mona Kerruish, Miss Anna Little, Miss Selma Sullivan and Miss McHenry.

Greenbush, N. Y., has a kindergarten of fifty children connected with the public school.

The officers of the Froebel study club of Grand Rapids, Mich., are as follows: President, Mrs. James B. Smith; vice-president, Mrs. Gerald Fitzgerald; secretary, Mrs. Harry L. Creswell; treasurer, Mrs. Hine.

Mrs. Johnson has opened a kindergarten in the parish rooms of Grace Episcopal Church, Everett, Mass.

## PUBLISHERS' COLUMN.

All friends of the News are asked to read the "Special Announcement" in another column, which makes the subscription price One Dollar after August 1.

Now is the time to get new subscribers and renew subscriptions at the present rate of fifty cents a year.

We are promised a picture of Mrs. Katherine Whitehead of Rochester, N. Y., for the June number, with a sketch of her career by the rector of St. Andrew's church, Rochester. Miss Kate D. Davis of New York City will contribute an article called "Four Pictures," showing how life appears to the kindergartners employed by the free association of the metropolis. Sarah C. L. Baker of Philadelphia, will have a poem entitled "Nellie's Apron." Other special contributions of merit are promised.

Please remember that under our new methods of publication we cannot agree to receive copy after the 20th of each month with any assurance that it can appear in our next issue.

If you are interested in Sunday school models and material send for the new catalogue, small size, which we publish.

Subscribers in foreign countries, except Canada, must remit twenty cents for postage, in addition to the regular subscription price in sending for the News, as it costs that amount to the publishers to send the magazine out of the United States.

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Beware of Ointments for Catarrh that contain Mercury,

as mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucous surfaces. Such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is ten fold to the good you can possibly derive from them. Hall's Catarrh Cure manufactured by F. J. Cheney & Co. Toledo, O., contains no mercury, and is taken internally, acting directly upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally, and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free.

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We request prompt renewal in all cases, as we shall not continue to mail the News on expired subscriptions.

We have two branch offices, one at 11 East Sixteenth street, New York City, managed by Henry M. Crist, and the other in the Y. M. C. A. building at Kansas City, in charge of H. O. Palen. We expect to open a third one at Atlanta, Ga., in August, under the care of Edward O. Clark, long employed in our home-office.

We make special terms to kindergarten training classes if they send cash subscription on a single list.

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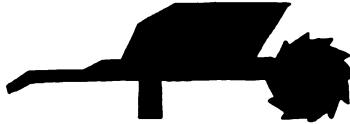
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(Miss) Jane E \* \* \* \* \*

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The *Children of France* in February number, and queer things about *child-life in the land of the Hairy Ainu* in March afford marked contrasts.

In February *Little Men and Women* appeared *The Blue Robin*, a most delightful story by *Mary E. Wilkins*, author of "Pembroke," "Jane Field," etc., with *Eight Pictures* by the famous illustrator, *Edmund H. Garrett*.

In March number appears a true story by *Sophie May*, entitled "*Sally's Lamps*." Also a very interesting article, (written especially for children) on the famous painter, *J. E. Millais*, with several beautiful illustrations, reproduced from his paintings of child-life.

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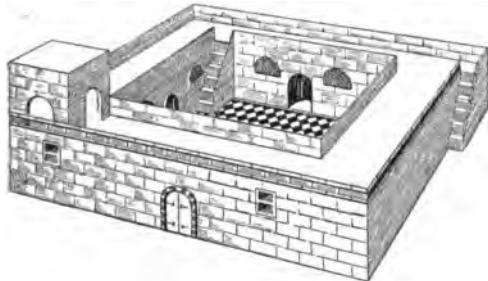
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# Sunday School Models.

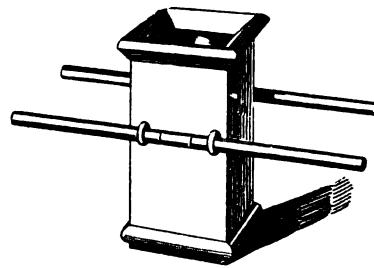
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We give here a few sample pictures of the models, but shall be obliged to refer all who are interested to the Catalogue for descriptions and prices.

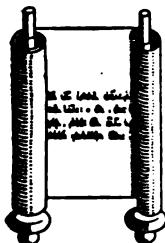


**HOUSE.**

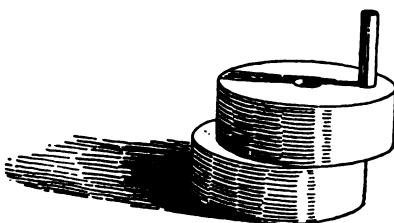


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# THE KINDERGARTEN NEWS



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**MRS. KATHERINE WHITEHEAD.**

# Kindergarten News

FOR EVERYONE INTERESTED IN CHILD LIFE.

*Prevention, Not Reform—The Kindergarten, Not the Prison—Is True Philanthropy.*

VOL. 6.

SPRINGFIELD, MASS., JUNE, 1896.

No. 6

## MRS. KATHERINE WHITEHEAD.

By A. S. C.

The Latin proverb *poeta nascitur non fit* is true not only of the poet but also of all the great callings in life. To achieve signal success in any vocation one must be born to that vocation. If a man is not simply to occupy but to fill any given place in the world, then he must be called to that place not only by outward circumstances but by inward impulse; his inward spirit must move him to the work. He must be able to say with the great Master "to this end was I born and for this came I into the world."

It is this natural aptitude which has made the subject of this sketch so eminently successful in her chosen walk in life. Mrs. Katherine Whitehead is a born kindergartner. She did not enter upon her profession by accident, but by firm deliberate choice.

Mrs. Whitehead is the daughter of Charles Clemes and was born in Camel-ford, Cornwall, England. Her father was in easy circumstances and Katherine was educated at home, having a governess according to the English system and was afterward sent to a private school. While she was yet a girl the family removed to Canada, where in due time Katherine Clemes married.

After a short married life Mrs. Whitehead found it necessary to support herself and her child. Having a fine musical

education and a voice of rare power and sweetness, she accepted the position of first soprano in one of the leading churches of Rochester, N. Y. She removed to that city in 1887.

But Mrs. Whitehead was not content to be simply a singer. She was born to be a kindergartner and a kindergartner she must be. In 1888 she accepted a position in the kindergarten of Madam Margaruite Otter, a pupil of Madam Kraus-Botte; here she spent two years preparing for her future work.

Meanwhile, as is always the case, her work was preparing for her. In the same city of Rochester was a church which had been built upon a broad foundation. It was an Episcopal church and was known as St. Andrews. It was the purpose of the founders of this church that it should teach the Christian faith once delivered to the saints, without addition or subtraction. It was to be forever a free and open church. The authorities of that church believed it to be their duty to do all that they could to purify and elevate the community in which they were placed.

Among other instrumentalities for good was a school for little children.

For many years this school was very feeble, not more than thirty scholars were in attendance. The effort to establish a primary school in competition with the public schools was not successful and the effort was abandoned.

For two years the schoolroom was closed. Then the rector of the parish, on his own motion, employed Mrs. Sarah U. Baker of Rome and opened a small kindergarten. There were then no free kindergartens in Rochester and the new movement was fairly successful. Mrs. Baker was a woman of great refinement and earnestness, but her strength was not equal to her zeal and in a year she was compelled to abandon her work on account of ill health. The rector then engaged two women to go on with the school, but these were not born kindergartners and their administration was not successful and they were not reengaged.

This brings the history of the school to the year 1890. The rector then heard of Mrs. Katherine Whitehead who at that time was assisting Madam Otter and teaching in the State Industrial School (House of Refuge). Mrs. Whitehead was highly recommended by those who knew her and her work. But because of her inexperience, and of his many failures, the rector hesitated a long time before engaging her. Another unsuccessful year would kill his school.

But at last, having no one else in mind he appointed Mrs. Whitehead, and he saw at once that he had secured a genius in her line of work. After long waiting he had found his born kindergartner. Under her inspiration and guidance the school began at once to grow. The one room which was sufficient before was too small now and a whole floor was given; then two floors; then two buildings, and the parish was compelled to put up another building, for general use, at an expense of fifteen thousand dollars.

In her first year Mrs. Whitehead established a normal school for kindergartners, in connection with the children's work. Her splendid facilities attracted pupils at once. The first year the school graduated five pupils, then eleven, then fifteen, then twenty-two, then twenty-seven. After the successful establishment of St. Andrews Kindergarten, others were founded in connection with

the public schools, and the pupils of St. Andrews Normal School found positions in these public kindergartens.

Mrs. Whitehead keeps herself awake and alive to all that is going on in the kindergarten world. She has attended the sessions of the school for kindergartners in Chicago and last summer she studied for three months in Europe.

One of the features of the school in the present year has been a course of lectures in Psychology by the Rev. David J. Hill, D. D., president of Rochester University and a course in Mythology by the Rev. Algernon S. Cropey, rector of St. Andrews church. These lectures were thrown open to the teachers of the public schools and were attended by more than two-thirds of the staff.

When we consider the fine buildings which it occupies; the prestige which it has acquired, the strong church organization which sustains it, Douglass Hall, the kindergarten of St. Andrews parish, is entitled to first rank among the kindergartens of the country, and its principal, Mrs. Katherine Whitehead, to whose genius and industry it owes so much to a foremost place among kindergartners.

Rochester, N. Y.

---

#### ETHEL'S FRIENDS.

BY JANE L. HOXIE.

Ethel was a little girl who lived in the great city of New York, but she loved the country very much and often wished she could play in the big, green fields or pick wild flowers in the woods. She remembered one summer, when she was a very little girl, staying in the country for ever so many days, almost a whole month, and having such a happy time lying on the soft grass, listening to the birds, and watching the cows and horses, the sheep, the cunning little lambs and the old white hen with her brood of downy chicks. O, how she did wish she could see them all again! But the country was far, far away, and Ethel's papa and mama were so busy that they could not take their little daughter there.

But there was a place in the big city called Central Park that seemed to Ethel like the country. She loved to go there, and had happy times watching the sparrows scratching for seeds and looking about for crumbs, trying to get the gray squirrels to come nearer and take nuts from her hand, and some days, Oh, happiest time of all! lying with her rosy face buried in the short, green grass, and pressing closer and closer to the "great brown house" the home of the flowers.

One sunshiny day in June she had been playing in the park for a long time. Though she had coaxed and coaxed the squirrels they would not come near, and though she listened for a long time to the hoarse croak of a frog, and watched and waited, looking about with big, bright eyes, she could not get even a peep at him. At last she grew very tired and sat down upon a bench near by to rest before going home. But scarcely was she seated when she heard someone call her name. "Ethel! Ethel!" a little voice said. She looked all about but could see no one. "Ethel! Ethel!" it called, this time very near. She looked around saying, "Here I am, who is calling?" "It is I. Don't you see me? I am close beside you."

Looking down Ethel saw at her feet a tiny creature all dressed in dainty green. Oh! thought Ethel, it must really and truly be a fairy. Why, I thought fairies were only make believe people, and she was so surprised that she forgot to answer the little creature.

Soon the fairy said, "Ethel, because you love the birds and the flowers and the trees and all the animals, I have come to take you way out into the country to visit your friends." Ethel clapped her hands and said, "O, I should love to go to the country! but I haven't any friends there." "Yes, you have," said the fairy, "come and see."

So away they went, and Ethel all the time wondered whom the fairy could possibly mean by her friends, but they went so fast that, before she had time

to do much thinking, Ethel found herself in a great, green meadow, bright and fresh and cool. Soon they came to a tree with spreading branches, and there lying under it and resting in its shade, was a gentle looking creature with soft eyes, long smooth horns, and a hairy dress of red and white.

"Here," said the fairy. "is one of your friends, and a very good friend she is to you, too." "Oh," said Ethel, "now I know whom you mean by my friends!"

I wonder who can tell me why the fairy called the cow Ethel's friend. Yes, because without this friend Ethel would miss her cup of milk at breakfast and the golden butter from her bread.

Ethel looked into the cow's great dark eyes and, giving the white star on her forehead a gentle pat, said, "Surely you are my friend Bossy." But the fairy said "There are many more friends, so come on little girl." So Ethel visited all the friendly animals,—the sheep, with their woolly coats, the pigs in their sty, the chickens, ducks and geese in the barnyard, the doves in their home on the roof, the great clever collie in his kennel; and she found that she owed something to every one of them.

Just as she was giving Rover a farewell pat, old Dobbin, harnessed to the farm wagon, came clattering up to the barn. "There is the best friend of all!" cried Ethel. "What should we do without Dobbin to carry the milk and butter and eggs to the city, and to bring back the flour and meal and sugar, to draw the wood and coal that keep us warm, to help the farmer plow and harrow in the springtime, to draw in the hay and grain and the potatoes and apples and pears in the autumn, and to trot cheerfully along the dusty country road when the children take their rides? Oh! I know the farmer gives him a good, dry bed to sleep upon, a fresh manger of hay and a good measure of oats when he is hungry. I am sure he combs and smooths his black coat well, and puts a blanket on his back

when the weather is too cold. He wouldn't cut off his black, shiny tail for the world, for how could Dobbin drive away the flies that trouble him without his tail? I know he has plenty of fresh water to drink, and sometimes the children give him a lump of sugar. The farmer never lets Dobbin lose a shoe, because his feet might get hurt, but always takes him to the blacksmith if only a nail is loose."

\* \* \* \* \*

Buzz-z z-z-z! buzz z z-z-z! sounded close to Ethel's ear. She opened her eyes and looked about. There she sat upon a bench in the park. The sun had gone down behind the hills, and it was almost dark. The pretty little elfin in green had vanished. Her country friends were no where to be seen. Mr. Bee's gauzy wings and yellow legs were disappearing in the distance. "There goes another of my friends," said Ethel, "I guess he came to tell me it is time to go home."

So Ethel ran home and told her mamma all about the fairy and her friends. And, "O, mamma! do you suppose the fairy really and truly took me to the country?" said Ethel. "No," said mamma, "I think my little girl was asleep and dreaming, but for all that, the animals on the farm are really among our very best friends." "Yes, I know that," said Ethel, "how I wish I could really see them!" And for many days after she never went to the Park without thinking of the wonderful fairy in green, and how he took her to visit her friends in the country.

*New York City.*

#### A CRUSHED APPLE BLOSSOM.

By J. P. W.

Let me tell you a story about a little girl and an apple blossom.

This little Helen had always been very fond of flowers. She would water plants and help them all she could, and if she loved anybody dearly, she always wanted to give them flowers. She liked to wear flowers pinned on her dress, but as soon as they commenced to droop she put

them in water, and they always freshened for her. Then she changed the water every day, and I really believe, I never knew flowers to keep fresh so long for any one as they did for Helen.

One day she came in from school with tears in her eyes, and her voice trembled, as she held up a spray of apple blossoms and said, "Why, mamma, somebody threw them down and they have been stepped on."

Mamma said it was too bad that people are so careless.

Helen said, "Oh! any one who would step on a flower is not kind."

But mamma told her again that she thought they were careless, but she hoped her little children would always be thoughtful and treat flowers carefully, then others who loved flowers as dearly as Helen did, would not be made to feel so sad.

Helen patted the flower and put it in water, and it really brightened up, and seemed to be trying to fill the room with its sweet odor, to show Helen it was thankful for her care.

*Cortland, N. J.*

#### NELLIE'S APRON.

By SARAH C. L. BAKER.

Nellie had an apron  
Fine and clean and white,  
When allowed to wear it  
Great was her delight.

But so much she wore it  
That it grew quite thin,—  
Alas! one day she tore it,  
And ragbag took it in.

Then one day soon after,  
The ragman with his bags,  
Along the street came calling,  
Old rags! old rags! old rags!

"Yes," said Nellie's mamma,  
"I have some rags to sell,"  
Then went Nellie's apron  
His funny bags to swell.

"Good-bye then," said Nellie,  
"My little apron white,  
I would like to keep you,  
But you are worn out quite."

What then thought the apron  
Will next be done with me?  
Can I not be useful?  
Is there no place for me?

Fear not, little apron,  
You'll find a place to fill,  
Perhaps you'll know about it  
When you get "through the mill."

Through the mill, the apron  
Was destined soon to go,  
Washed and cut and beaten  
And driven to and fro.

Big machines kept gridding  
And beating it about,  
Till you'd think the apron  
Might be glad when it got out.

After little apron  
Thus into pulp was made,  
On the web of wire,  
It carefully was laid.

Through the great big rollers,  
The little apron passed.  
Oh! what pretty paper—  
It came out at last!

Into kindergarten  
The paper found its way,  
Now I'll help the children—  
They paper fold to-day.

There upon the table,  
The paper kept its place.  
But who sat down beside it  
With such a smiling face?

Nellie? Yes 'twas Nellie  
And blushing rosy red.  
"I'm your own white apron,"  
The little paper said.

Philadelphia, Pa.

---

#### STORY OF THE WATER-DROPS.

By HELEN PEARSON.

One bright summer day, Father Sun, who was very busy, called his little children, the sunbeams, to him and said, "To-day my little helpers I need you to do some work for me. Go down to the big, round earth, far below, and bring back to the sky country all the water dust that you can carry."

The little sunbeams started, and, although it was a long, long journey, they were so bright and merry that it seemed like play to them.

By and by they drew nearer to Mother Earth, and before long saw myriads of tiny drops of water, some taking hold of hands forming part of the great ocean, others rushing along in a strong, deep river, while some were dancing and tumbling in a merry little brook, singing sweet little songs. There, too, were

tiny pools of water where the drops clustered together, and yes, one bright sunbeam spied many tiny drops clinging to the grass blades and flowers.

The next thing to be considered was, how the sunbeam could be able to induce the water-drops to come up into sky country. Surely the ocean, nor the river, nor even the little laughing brooks could not be carried up on high.

But the little workers were not one bit discouraged, and they began at once to shake the water-drops apart. The little particles of water no sooner felt the little sunbeams shaking them hard than they said to each other, "Come, now for a long ride."

And sure enough, up, up, up, they sailed in the boats of air, helped on by the sunbeams. But as they rose higher in the air, suddenly they began to shiver, for just then Mr. North Wind came rushing along.

How the poor little vapor mass shook, and then suddenly began once more to form into drops. And some little children, far down on the earth below, looked up at the sky and exclaimed, "See the dark clouds up there!" while their mammas said, "It is going to rain, soon."

In a few minutes the little drops feel as if they were being pulled back to earth, and starting from the cloud which was holding them, say to one another, "Now for a race!" And soon, patter, patter, patter, comes the sound of the rain, and the little drops once more come back to their earth home.

Whitman, Mass.

---

#### THE GARDEN OF LOVE.

By ETHELIND MERRETT.

In every country and city and town, there is a Garden of Love. But in this particular garden of which I write, there lived flower souls, more beautiful than anywhere else. Waving elms tossed their branches and sang hymns of praise; fairy-like birches bowed their heads in obedience, and here the weeping willow

wept no more, but trailed her garments in joy and told of the wonderful things about to happen.

Flower souls dwelt there in perfect peace, for was it not the Garden of Love, and where love dwells, there is rest for the weary?

Beautiful thoughts took form here, and many a song of purity fell from the lily's lips, and was carried by the birds, far and wide, to other gardens not as fair as this one. The modest violet peeped out from among the grasses, and whispered of the secrets which Mother Earth had told her. And the gentle forget-me-not raised its pure, blue eyes to heaven, and brought comfort to many with its trusting faith, knowing in its simple way and telling to others, that no one is forgotten by Him who guides the stars and sends the sunshine and the rain.

Carnations spread their perfume far and wide, and many were blessed by their cheerful color and bright smiles.

Roses of every description made their home here, and told each other of the great world outside the garden, in which so many human beings lived.

On a far-off corner alone, there waved on its slender stem a rose more beautiful than all the rest, but it did not feel lonely, because it could look across the path and see its brothers and sisters talking and laughing there. This single rose was of a delicate pink color, and as it waved to and fro—living its life in its own sweet way—it often wondered why it had been made so much more beautiful than the other roses.

One day the garden gate opened, and there ran in such a host of little ones, boys and girls, of all ages and nationalities. The black-eyed Italian was there and the fair-haired German; the dainty French child and the trustful American; the poor and the rich without distinction, for was not this the Garden of Love and open to all?

The merry shouts and laughter of the children rang out clear and happy, and

all the flowers lifted their heads and wondered what was about to happen.

Childish feet pattered hither and thither, and bright eyes danced with glee as they rested first upon one flower and then upon another. At last the children came upon the far corner where lived the single rose, and how the faces shone and the hands were clapped as one little one after another pressed forward to gaze on her beauty. Then the rose lifted her head, and was glad that she had been made so beautiful. She let the children look into her eyes, where so much love dwelt, and she wished she could speak to tell them how much love there was in the world, if only they would seek it.

Alas! she could not speak, but she could shed her fragrance and drop some of her petals at their feet. This she did, and do you know, the rose was so large that there was a petal for each child, and they held them close to their hearts, and, all at once, their hearts seem to grow larger and to be more full of love than ever before. Then was the laughter hushed, and all was quiet, but a wondrous light crept over the children's faces as they turned away, holding their precious gifts. And when they looked back at the rose, there it stood, fair and beautiful, bearing just as many petals as when first they had seen it. And they wondered how the petals could have grown so quickly, but they did not know that the name of the garden was the "Garden of Love."

Boston, Mass.

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At Jamaica Plain, Mass., Mrs. Mabel S. Apollonio, Miss Elizabeth Brown, Miss Emma Rogers are kindergartners at the Hillside school; Miss G. L. Kemp and Miss E. Burge are at Agassiz school; Miss A. E. Marble and Miss Sarah James are at Margaret Fuller school; Miss Elizabeth Watson and Miss Katharine Perry are at George Putnam kindergarten; Miss Ida McElwain and Miss Wallace are at the Lowell kindergarten.

## THE GRASSES.

Who can hear the grasses talk?  
Very few, I know,  
Yet it whispers every day.  
Sweet, and soft, and low.

And one day I heard it.  
Shall I tell you when?  
I lay on the grass to read,  
And I heard it then.

Everything was pleasant,  
Bright the sun did shine,  
Dew lay in the flowers' eyes,  
Heavy sleep in mine.

So I gently shut them;  
Soon they opened wide!  
For I heard the grasses talk  
Fast on every side!

This is what they talked about:  
"Oh! What pleasant weather!  
Hold your heads up to the sun,  
Nod and wave together.

"We're so glad that we are grass,  
Cool and soft and green;  
Oh, how sad the earth would look,  
If no grass were seen!

"And we love the summer warm,  
But, oh, dear! oh, dear!  
What will little grasses do  
When winter cold is here!

"How the wind will whistle  
Round about our heads!  
Oh, it's very hard to have  
No cover on your beds!"

Then the wise, red rosebush  
Tall and rough and old,  
Shook his head and kindly said,  
"You will not be cold,

"For God sends a blanket warm  
For every blade of grass,  
Soft and light, and white as wool;  
Not a blade He'll pass."

"What's the blanket made of?  
Quick, we want to know!"

"Why, my dears," the rosebush said,  
"God's blanket is the snow."

—Selected.

## A LEGEND OF THE DANDELION.

By ELLEN ROSENA FIELD.

Once upon a time, in a tiny, green camp by the roadside, lived a soldier all alone. He had traveled a long way from a dark, underground country, and meant to see something of the world. The first thing that he saw was a broad field, full of waving banners, and he thought

what a beautiful place I have discovered, and pitched his tent among the green grasses.

Soon the raindrop elves saw how tired and dusty he was from his journey, and they soothed him with their musical stories, and gave him a refreshing shower bath. Through the clouds came the sunbeam fairies, bringing him a beautiful uniform of green and gold, and a quiver of golden arrows. Then the soldier was very happy, and smiled out at passers-by, and cheered many a weary traveler with a glimpse of his sunny face. By and by, spring went away over the hilltops, the birds had finished their nesting, and the butterflies came to herald summer.

Then the soldier began to feel tired, and knew he was growing old. His gay uniform had faded, and the golden arrows had turned to silver, and the wind brownies shot them far away. So the soldier crept down among the grasses, and his green camp was left vacant. But every where his silvery arrows fell, there blossomed bright, golden flowers, and the little children loved them, and called them dandelions.

Bay City, Mich.

## FUNNY LITTLE BROWN OWL.

(A June Study.)

By MARGARET COOTIE BROWN.

Funny little brown owl, looks so wondrous wise,  
Winking and a blinking with your big, round eyes.

Funny little brown owl, loves the hollow tree;  
Deep down in the mossy nest little owlets three.

Funny little brown owl, head just like a cat;  
Wonder if you didn't make your supper on a rat?

Funny little brown owl, flying in the dark,  
Don't you want a firefly to light you with his spark?

Funny little brown owl, with a horny beak,  
Catches helpless fishes swimming in the creek.

Funny little brown owl, watching for your prey;  
Darling little rabbits better run away.

Funny little brown owl, always crying "Who-o-o!"  
Cannot guess, you stupid! Is it I or you?

Funny little brown owl, works so hard at night,  
Now you're sleeping soundly in the broad day-light.

Buffalo, N. Y.

## PLANTING THE WILLOW.

(In Honor of Whittier.)

BY ANGELINA W. WRAY.

To-day we plant the willow green  
 Beside the rippling stream,  
 Where buttercups are half awake  
 And roses in a dream.  
 The daisy buds are folded close,  
 No hidden gold they show,  
 But dandelions in the grass  
 Are twinkling bright below.

To-day we give thee, willow fair,  
 The name so true and strong.  
 Of one who made the world more sweet  
 By many a ringing song.  
 The singer now, alas! is gone,  
 But the music echoes clear,  
 And sweetly sleeps the children's friend,  
 The Quaker poet dear.

Then grow and flourish, willow green,  
 Through summer's blinding heat,  
 Through autumn tempests wild and fierce,  
 And winter's icy sleep.  
 And may you bring to young and old,  
 Joy that shall banish care,  
 Like him who sleeps in peace to-day,  
 Whose honored name you bear.

New Brunswick, N. J.

## WOODLAND WHISPERS.

BY MARY LLEWELLYN CLAYPOLE.

Have you ever on the morning  
 Of some bright and gladsome day,  
 Heard the warm and gentle zephyrs  
 Calling to you far away?

Laden with the rarest perfume,  
 Moistened with the pearly dew,  
 Wafted on the breath of morning.  
 Now they bring sweet things to you.

Silent be and strive to listen  
 As they secrets to you tell;  
 Secrets which are hidden from us,  
 But which they all know full well.

Sweet-voiced fairies from the woodlands,  
 Will you deign with us to stay?  
 But, they smiling, coyly answer  
 "Nay, for we must be away."

" For we all have duties given,  
 Which we must perform with care,  
 Through the warm and sunny hours  
 Of this morning, fresh and fair."

London, Ont.

## A FOURTH OF JULY STORY.

BY ELLEN R. FIELD.

A sleepy little brownie in a scarlet dress;  
 A wide-awake boy with a match, I guess;  
 A bang, and a scream, and a little burned hand,  
 And one less brownie in the firecracker band.

## A DANDELION STORY.

BY M. REGINA COLEMAN.

Guess what the daisies told me!  
 I couldn't believe it true;  
 But as I like the darlings  
 I suppose it's so, don't you?

Down in the cool, green meadow,  
 The dandelion bold,  
 Put on a new white head dress,  
 And threw away its gold.

Up came the South wind running  
 A race with birds and sun,  
 He called aloud in passing,  
 "Now look and see some fun!"

He blew our dandelion  
 As hard as hard could be!—  
 What happened then? You're asking?  
 Blow one yourself and see!

Philadelphia, Pa.

## FOUR PICTURES.

BY MRS. KATE D. DAVIS.

I

Donato's parents came from the island of Sicily and now live in extreme poverty on the ground floor of a rear tenement in Mulberry street. The child is but four years old, with a delicately interesting face, and pretty when the dirt is washed away. The whole family, indeed, have refined faces and sweet voices, besides being unusually graceful in movement. They have, alas! no talent to keep these beautiful gifts in evidence. Their two rooms are dirty, dark and miserable, and the foul surroundings produce their own effect. The grandmother is an invalid and great sufferer, the mother often a tiresome beggar (poor woman! one wonders what she could be else with her great burden.) Donato's face is usually clouded and sullen while the twin babies who used to struggle and cry have given all that up, and now lie, swaddled tightly, their heads covered with an old shawl, in a dark corner of the room, and never peep nor mutter.

What can one do for a child from such environment, in the kindergarten? He needs food, clothes, cleanliness, light, air and room, and these physical needs lie mostly outside the kindergarten work. It does, indeed, touch them as it touches

everything. But in these days there is coming to us a faint consciousness of the *divine* in man and its wondrous power and independence of outside conditions, and to this greatness can we address ourselves in the kindergarten as nowhere else, for here it is hidden as yet by only a small heap of rubbish. Why begin with the outside?

Have there not been clean criminals? dainty criminals? well-fed, well-dressed, well-housed criminals? And are not these the worst of all because so much more difficult to recognize than are those to whom the world has been less "charitable?"

The time is short and we kindergartners have our own limitations, but when we strive for even three short hours each day to remove obstruction from childhood's loving impulse, active mentality, eager physical activity, we are the means of giving more than food and clothes, however much these may be needed.

I am watching to see Donato's sullen look disappear, to see him build with his little blocks without first destroying his cube, to see his power of attention grow, his power of self-expression as well, to perceive a dawning consciousness of the analogy between right lines and right living, the light of the sun and the goodness of the heart. My own work may not end greatly but already have I discovered his bright smile that was given to him at the very first for his very own and that was nearly lost when first he was introduced to the work, the songs, the games, the bright free atmosphere of the kindergarten and one can afford to wait for greater things.

## II

There are oases in the desert of Mulberry street. Little Joe's home is on the top floor of a rear extension opening upon a little court which connects with the street by an alley way. The rent of these two rooms is seven dollars and fifty cents a month. A curtain and folding cot converts the larger room into two sleeping rooms at night and here live

father, mother and six children. Both rooms have windows that look out doors, upon a dirty court to be sure, but rather high up and altogether nearer heaven than is Donato's dwelling place. In spite of surroundings, here is a home where love abounds and decency prevails. The large bed with its immaculate spread, the little toilet table neatly and tastefully arrayed, the mantel-shelf with its ornaments and ever-burning taper before a patron saint, all attest earnest living and the possession of ideals. That these ideals are not low is shown in various ways. A poorer neighbor is often the recipient of kind attention in illness. When little Millie died, all her precious clothes went to clothe another mother's baby. Toniella, the oldest girl, who is our little kindergarten nursemaid, tells us that her mother says "we teach her manners," so we know that she also cares for such things. It was Toniella, too, who told us that Nina went every day with all her kindergarten work and sat in "the orchard" singing her kindergarten songs. Upon inquiry the orchard was found to consist of a few plants in pots and boxes on a projecting window sill. Our little Joe indeed is one of the few children in the Curtis Kindergarten who can talk of the "sunshine" from experience. It comes to his corner of the bed and into all his home, from heaven above and from his parents' loving hearts.

It is only a glimpse here and there that we can get into these lives. The gulf between their poverty, their almost helpless, hopeless poverty, and any possibility of normal living, is well-nigh impassable. Such homes as this one, however, keep one from fainting utterly. If "To see what man has made of man" is wretched enough, it is joyously thrilling to discover for one's self that the divine in humanity cannot be extinguished.

## III

Going into another court, still in Mulberry street, we climb by outside wooden stairs to some miserable apartments of two rooms each, whose only

recommendation from a sanitary point of view is that they are high up and therefore suffering only from their own particular inodorousness. Down below in the next court may be seen women and children sorting rags. If the day be cold and damp, dreadful possibilities (probabilities but for the angels) are suggested for three-year old babies who roam about, many of them absolutely without supervision. The poor mothers are often very tender toward their little ones but the conditions of life are hard and stern and eight cents a dozen for finishing children's garments leaves not much time for tenderness. Upon this floor are two apartments. In one are women sewing, sewing, sewing forever, and children and dirt and odors appalling. I have never counted the people, but the room I go into seems overfull and always gives me a sick headache. I am often, indeed, guilty of hurrying away, but once I sat and talked to a girl with a pretty face who looked fierce and indignant. Somehow she made me feel altogether helpless and yet I longed to help her more than some others. The conscious misery is very dreadful to see.

From this den comes our Julie. A wild one she was indeed. At first we despaired of her, and even now she is difficult to deal with but oh, so gentle and affectionate at times. We hear wild tales of an older sister who seems a genius at mischief. One day Juliette was unusually contrary, so Miss Lily had the child sit close beside her and tried in every gentle way to conquer the naughty spirit. Poor little girl! I happened, at the close of the morning, to tie on her hood and discovered that the naughty spirit was measles. She was simply covered with the eruption. I sent her home, of course, and she came back punctually at nine o'clock next morning, an entirely neglected child but for the kindergarten.

#### IV.

Next door to Juliette lives little Rosie who is the adopted child of a man who keeps a cocoa stand. The man seems

thrifty and capable, and talks volubly for both himself, and his wife, who knows no English. His talk is amusing, but one cannot laugh, for he stands there a simple, noble-hearted man full of benevolence and love for a little child, whom he and his wife have taken into their home and cared for most lovingly. He showed us her clean little bed where she slept alone, and told us how beautiful she looked as she lay in it with folded hands. He gently stroked her shiny well-kept hair and said how pretty it would be when it should grow longer and his wife could braid it at the back. He took from a drawer a Sunday hat and cloak and was so proud that he had been able to expend a goodly sum for them, his wife the while nodding and smiling in sympathy. I love to think of the poor cocoa man and his wife and the little god-child who needed their loving care!

*New York City.*

#### SUMMER.

BY BEATRICE FAARAR.

Blue is the bright sky,  
Balmy the air,  
Summer is coming,  
Summer so fair.

White clouds are floating  
Like lambs at play;  
Flowers are blooming,  
Blossoms so gay.

Streamlets are singing  
Sweet songs to all.  
Hark! from the meadow  
Hear the lark call.

Summer is coming,  
We love it well.  
This is the story  
That all things tell.

*Grand Island, Neb.*

Mrs. Pauline Agassiz Shaw of Boston, who established at her own expense the kindergarten system of Boston, has expended \$344,579 on kindergartens. Her father served the world in science. Her husband has unearthed millions of gold and silver, but she is doing more than both.—*Journal of Education.*

Miss Eva Costigan of Bangor, Me., is kindergartner at Guilford, Me.

## Kindergarten News

▲ Monthly Magazine Devoted to the Kindergarten Cause.

PRICE, 50 CENTS A YEAR.

SPRINGFIELD, MASS., JUNE, 1896.

MILTON BRADLEY COMPANY,  
PUBLISHERS.

HENRY W. BLAKE, EDITOR.

Entered at the Postoffice, Springfield, Mass., as  
Second-class matter.

### SPECIAL ANNOUNCEMENT.

THE PRICE OF THE NEWS TO BE ONE  
DOLLAR.

The publishers of KINDERGARTEN NEWS have decided to advance the price of the magazine from FIFTY CENTS to ONE DOLLAR, after August 1. The number of pages is to be permanently increased from forty-eight to sixty-four, and the pages will be enlarged so as to make the News nearly as large as the popular magazines of the day.

These changes are made because we believe that the kindergarten public demand them, and the price is advanced after long and careful consideration because we are confident that the magazine is fully worth the increased sum, and that its friends are willing to pay what it is worth. We feel that it is only fair to add that scarcely any educational journal can be found in the country the price of which is less than a dollar. Now is the time to subscribe for one year or a term of years at the old rate. This opportunity lasts till August 1, at 5 p. m. No such chance will occur again. After that date the price will be one dollar.

For convenience in keeping the record of subscriptions we shall begin a new

volume of the News in September, so that hereafter each volume will run from September to June inclusive. This change will not affect any unexpired subscriptions.

The September number of KINDERGARTEN NEWS will be largely devoted to reports of the great educational meeting at Buffalo. MILTON BRADLEY CO.

### EDITORIAL COMMENT.

SELF-RESPECT really demands the increase in the price of this magazine which is noted above. The kindergartners who are in the habit of reading it can justly estimate its merits and deficiencies outside of external evidence. But the public at large is always determined to estimate a thing at the advertised price, consequently this same public is not easily persuaded that a magazine, having ten issues a year, can be worth very much if only fifty cents is asked for editing, manufacturing and delivering it to each subscriber. Now that the change is to be made we are hoping that KINDERGARTEN News will not only seem to be twice as valuable to all patrons as heretofore, but that it may actually be doubly helpful to them.

IN this connection the editor is privileged to say that in one respect the value of the News is a surprise to him, even after some years of experience. That is in the uniform excellence of the contributed articles which find their way to this office in such generous numbers. The people who write the stories, poems, songs, programmes, etc., which fill these columns do it out of a depth of experience in the cause and devotion to it that tend to make their work acceptable and even delightful at sight. That is why the lot of the editor is exceptionally a happy one. He can accept most of the contributions with words of genuine thanks. It only happens occasionally that he must write

regretful note explaining why the manuscript is "unavailable" or else stating the bare fact and carefully avoiding the explanation. The literary cranks usually mail their wares to some other expected market.

COMMENT was lately made regarding the lack of military method which is often noticed on the kindergarten floor, on the part of both teachers and pupils. That such a deficiency is unnecessary was amply demonstrated by the Utica training class, in company with some of the city kindergartners in an impromptu drill which we saw a few weeks ago. It was a pleasure to watch the movements of those young women and to note how easily Miss Barker led them, with the absence of all show of authority. We wish that such an object lesson might be given to a good many training classes and seen in kindergartens not a few.

SPEAKING of Utica, the requirements for appointment as public kindergartner as stated in Superintendent Griffith's circular, are very plain and explicit. To be granted a place as director or chief teacher the applicant must be a graduate of a high school, or its equivalent, and have had a full two years' course in a regular kindergarten training school. To be an assistant she must be a high school graduate and have had at least one year's course in a regular kindergarten training school. These qualifications strike us as being just about right for the average standard. While something more than a high school course is desirable as a preparation for kindergarten training, it is doubtful if at present more can be required, and while every director ought to have enjoyed the benefit of a two years' training, it may be necessary, and sometimes desirable, to use as assistants those who have had but a single year of study.

A LONG chapter could be written about the different entertainments that are being devised to raise money for kin-

dergartens. Nearly every kind of diversion which the fertile brain of woman can devise to entice the hearts and the pockets of man has been called into service. These entertainments range from the good old-fashioned, New England supper with its classic Boston baked beans, which was given at Wilmington, Del., to the performance at Fifth Avenue Theatre, New York City, under the patronage of one hundred and fifty of the best known society women of the metropolis, when art gave charity a helping hand through the volunteer services of men and women of eminence in music and the presentation by Mme. Duse of a new play. A birthday musical and Marie Antoinette tea was another entertainment given in that city. With invitations were sent bags in which the recipients were asked to place a coin to represent each of their birthdays. The Brooklyn Free Kindergarten Association was fortunate in having a concert for its benefit under the patronage of noted people of that city. "Miss Jerry" was given to replenish the treasury of the East End Kindergarten Union of Brooklyn. A Russian tea was held at Cincinnati and it included an exhibition of the best collection of Russian curios that had ever been seen there. A particularly appropriate entertainment was the "Cradle Songs of all Nations" which was given at Los Angeles. Surely the cradle songs of the nations will be sweeter, and possess a depth of meaning never before realized when the kindergarten spirit falls on the mothers of all lands. The enterprising new president of the Atlanta Free Kindergarten Association proposes a tremendous barbecue to take place the last of June, as a source of revenue. The ladies of the Waterloo street free kindergarten at Grand Rapids, Mich., gave a poster show lasting four days, with a special advance exhibition for the newspaper people. The ladies of Bennington, Vt., planned to raise money by issuing a newspaper. And so on to the end of the story.

ONE can hardly keep abreast of the child study movement in this country at the present time unless he is an expert. We may say in passing, however, that the Child Study Congress of the Illinois Society, which closed at Chicago, May 16, was regarded by those who took part in it as the greatest inspiration for the work of primary education which they have ever felt. Three valuable lectures were given by Dr. Stanley Hall, and one was delivered by Dr. John Dewey, the list of speakers being long and exceptionally good. In commenting on this assembly a correspondent writes: "Child study—systematic, true and loving child study—must henceforth be the essential element in every training school for kindergartners or teachers. Next to it in importance is nature study."

THE editor and his friend were walking away from a large kindergarten gathering the other day at which scarcely a dozen men were present, when the friend remarked that there are fewer men interested in the kindergarten than there were three years ago. Exception was taken to the statement and an argument followed. It was maintained on the one hand that a poll of the different meetings as they occur from time to time will unquestionably show that less men attend them than used to back in 1893, for instance, and that this fact alone must indicate that a smaller number of them are interested in the movement. In proof of such an assertion it was explained that a few years ago the average male educator knew and cared so little about the kindergarten, either in theory or practice, that he never took the trouble to bother himself with the meetings. Gradually it dawned on him that here was something in the educational line that he must either know something about in reality, or at least to assume that he did, and so for a time he was constrained for a time to be in evidence when the kindergartners came together in public. The added state-

ment was made that after a few months those men felt that their curiosity had been abundantly satisfied and their kindergarten education finished, and for those reasons they are seen no longer among the acknowledged disciples of Froebel. While admitting in part the truth of these assertions the editor would not allow that they substantiated the main proposition. He declared that regardless of their presence or non-attendance on the meetings, that everywhere in America more men are becoming informed about and thoroughly committed to the kindergarten system. That everywhere when men are called to talk about the kindergarten on public platforms they talk better about it than they did three years or ten years ago, using more expert knowledge and uttering fewer glittering platitudes. That there are more superintendents competent to both appreciate and criticise the kindergarten than ever before, more grammar masters ready to lend it a helping hand and insist on having it in their schools. And then there are the plain everyday fathers, who are neither "educators" or platform speakers and who do not write letters to the newspapers, except under the greatest provocation. But they love their little children and they know whether the kindergarten does or does not help those children. If it were not for those fathers the money for the kindergartens would not be forthcoming and the songs would be hushed and the circle deserted. We leave it for the reader to decide whether the editor's friend or the editor himself was right.

SINCE writing the paragraph about the Utica requirements we have received the annual report of Superintendent Skinner, which gives those for the whole state of New York. To be eligible to enter an examination for a kindergarten certificate in that state the candidate must have had at least one year's professional training in kindergarten work in a New York state normal

school, or in connection with a training class under the supervision of the state educational department, or in some institution approved by it. The candidate must also attain a standing of at least seventy-five per cent. in methods, school economy, history of education, art of questioning and in any other special professional subject designated for training classes, and in addition thereto seventy-five per cent. in a special examination in the subject of kindergarten work. The kindergarten certificates are valid for three years, and on their expiration may be renewed by a school commissioner on the same condition as the state certificates issued to drawing teachers are renewed.

WE cannot do better than to quote what Mr. Skinner says about the kindergarten in full:—

“The kindergarten has won its right to an important and enviable place in our educational system. It has been tried by the supreme test of experience and has met this test with great credit to all who have been so deeply interested in its aims and contributed to its progress. The faithfulness and devotion of the teachers who have given so much of their energy to the development of the possibilities of the kindergarten deserve the thanks of all who believe that the child can be read as the open book, and who have demonstrated so conspicuously the importance of interesting the children early in life in studies and occupations which tend to make the school a happy and sunny spot, a home of preparation for usefulness. The increasing interest in kindergarten, the progress which has been made in establishing their practical value as an educational force, and the demand for additional facilities for their establishment, have led this department to urge such modifications of our school laws as would recognize this feature of educational work.

“By favorable legislative action the school age in this state has been reduced to four years, thus enabling all school authorities to establish and maintain kindergarten departments and permitting attendance to be credited in the apportionment of public school moneys. A few boards of education in cities and villages have been authorized to estab-

lish and maintain kindergartens, and children under five years were admitted to such schools, but a separate enrollment was required, and attendance could not be counted in the distribution of public money. It is believed that this step will be an encouragement to the building up of a system which has already done a great work in making plainer some of our educational pathways and in the solution of one of the greatest educational problems, ‘What shall we do with our children?’”

IT is a matter of regret that we must go to press with the present issue without being able to report the graduating exercises of the different kindergarten training classes. But we hope to make comprehensive mention of most of them in September, and that all our friends meanwhile will send us programmes and reports, so that the article may include as many schools and classes as possible.

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Be sure to call on us at Buffalo. We hope to be considerably in evidence in the Ellicott Square Building.

Remember that the 50 cent rate lasts till August 1, at 5 p. m. Now is the time to subscribe. One friend has promptly sent us money to continue her subscription till 1900.

The September number will have full reports of the Buffalo meeting, with an account of the various summer graduations. It will also contain a story, “Little Wild Rose,” by Angelina W. Wray.

Now is the time to get new subscribers and renew subscriptions at the present rate of fifty cents a year.

Please remember that under our new methods of publication we cannot agree to receive copy after the 20th of each month with any assurance that it can appear in our next issue.

If you are interested in Sunday school models and material send for the new catalogue, small size, which we publish.

Advertisers should seek space in September News.



We invite short letters for publication in this department, showing the growth and extension of the kindergarten movement all over this country.

#### THE TOPEKA YEAR BOOK.

The Year Book, just published by the Topeka, Kan., kindergarten association, is a neat and artistic pamphlet, printed on heavy paper in an especially attractive type. Its most artistic feature is the cover, which is in red and black, on a dull yellowish back ground.

The Year Book is designed not so much as a report of the association's doings, since their last pamphlet was issued, as a setting forth of the status of the kindergarten work in Topeka today.

Since the opening of the first of the association's kindergartens, in April, 1893, between 800 and 900 children have had the benefit of a system in which are taught the fundamental principles of right living, thus laying the foundation for good citizenship. Eight kindergartens are now in operation, located in different parts of the city, where, in many cases, rooms have been given free of rent. Other kindergartens will be established as fast as the income of the association will permit. It is hoped that in time every child in Topeka may enjoy its benefits.

In planning for the continuance of the work in the future, until the kindergarten shall be incorporated in the public school system of the city, the association sets forth its financial needs as follows:

That we may have an assured income that can be depended upon for the support of our work, it is earnestly desired that those interested in this form of philanthropy should subscribe a certain amount—to be paid by monthly installments, or otherwise, as they may prefer—and this without personal solicitation.

In San Francisco, whose private kindergarten record is perhaps the best in

the United States, the different trades and professions support schools. Perhaps another year will find Topeka with a bankers' kindergarten, an underwriters' kindergarten, a lawyers' kindergarten and so on.

Memorial kindergartens, in memory of some little one, early transplanted to the heavenly garden, are found in many places, and men and women whose homes have never been blessed by the presence of little children frequently endow kindergartens which prove a blessing to other people's children, especially the children of the poor.

The members of the association believe that the kindergarten is a helpful, almost a necessary adjunct to the church, and they hope the day is not far distant when every church in Topeka will have a weekday kindergarten.

#### SACRAMENTO, CALIFORNIA.

Sacramento has within her midst two well-established active associations doing progressive work for the advancement of child training. One of these is "The Mothers' Study Circle," which is composed of some of the most earnest, intelligent mothers of Sacramento. The circle has been carrying on its work for nearly a year. The mothers have taken as their text-book for this year, Miss Elizabeth Harrison's "A Study of Child Nature." This circle was organized by, and is under the leadership of, Mrs. Hoyt. The meetings occur the second and fourth Wednesdays of the month, and are conducted most informally; the method being principally readings and discussions. Membership is entirely unrestricted, being offered most freely to "whosoever will."

Through the interest which has been aroused by the work of this circle, together with the seed which was first sown by the Sacramento Kindergarten Association, which had charge of the various kindergartens of this city for seven years, until the city adopted them as a part of the regular public school system, there has been created a demand which has been most successfully met by the establishment of the Sacramento Normal Kindergarten Training School for the professional training of kindergarten teachers.

This school was established by Miss Mary F. Ledyard as a branch of the San Jose Kindergarten Training School, a large and successful institution which she has conducted for five years. Miss Ledyard received the hearty support of the Board of Education of Sacramento

and the principals of the kindergartens of the city, the board having opened the kindergartens of Sacramento to the students of this training school, feeling that their presence there would be of mutual benefit. Miss Ledyard is aided by an able corps of assistants, each a specialist in a given department. The work here is under the supervision of Miss H. V. Prichard, a teacher of long experience, and who has for some years been a co-worker with Miss Ledyard.

These two associations are working hand in hand, and, in fact, are closely linked together by a branch class of the Mothers' Circle, which is taking a partial course in the Kindergarten Training school.

#### THE DETROIT WORK.

Four years ago the free kindergarten system was established in Detroit by Miss Maud Reid, now Mrs. D. O. Paige. Under her skillful management the system has branched out until it constitutes an important factor in the social betterment of the city. The ladies of the Industrial Association, following the progressive ideas of Mrs. Paige, have had the pleasure of seeing the work develop rapidly, growing on a firm foundation, until now each kindergarten forms a bright center from which radiates much light for the poorer classes—a work almost unknown to the public.

The work of the free kindergartens is much akin to that of social settlement work, as illustrated by Miss Jane Adams in Chicago, and taught and practiced by Prof. Graham Taylor, professor of sociology in the University of Chicago. The kindergartens are a nucleus for a larger outgrowth of classes and clubs, which in each district bring together the fathers and mothers, the older boys and girls, and even the babies. In each of the kindergartens there is a little crib standing in one corner, the headquarters for the little baby that cannot be left at home.

The teachers graduated from the kindergarten normal seem thoroughly to grasp the idea of the work in its broadest sense. The great central thought of Froebel in his exposition of the science of child training was to uplift, and that is exactly what is going on in a quiet way in various parts of the city.

The latest development in the work is a free dispensary, located in the Fort street kindergarten. Drs. Jenks, Harrison and O. S. Lake kindly give an hour daily to the service of the poor of the district, and the results are very en-

couraging. Through the kindness of the various drug houses, the dispensary is supplied with sufficient drugs for the work, free of charge. Small medicine chests are soon to be placed in each school, the Children's Free hospital donating the bandages.

The kindergarten is now in excellent condition, Mrs. Paige superintending the work, assisted by competent teachers, so that every advantage is now offered to those desiring kindergarten training. Nearly 100 girls have already been graduated who are now engaged in work here and elsewhere.

Another idea of Mrs. Paige is to start circulating libraries in the various districts, and in a small way this has already been done. Many books are distributed that are greatly appreciated, and are always returned in good condition. Since her marriage, Mrs. Paige has devoted her entire time to the work, and is to be congratulated on the results already attained. Her energy has placed the free kindergarten work on a strong foundation. The work is carried on with the idea uppermost that no permanent social good can be accomplished except through the children.

#### MRS. FOSTER'S GRADUATION.

The kindergarten training class of Mrs. Mary Chisholm Foster held their graduating exercises at the First Methodist church, Amsterdam, N. Y., on the evening of May 1. Prayer was offered by Rev. Carl Stoecker, and then Mrs. Foster gave an interesting talk, which held the close attention of all present for more than an hour. Starting with a brief outline of the aims and objects of the kindergarten, she dwelt upon its relation to the new education and upon its importance in engaging from the first the interest and self-activity of the child. The speaker took up Föbel's gifts and explained the nature of each, the child's introduction to it, how it is used, what it is designed to teach and its bearing and relation to the child's later education and to the development of the child's moral and esthetic tastes and tendencies. As she advanced, Mrs. Foster illustrated her remarks by specimens of paper cutting and folding, sewing, mat weaving and the like, representing types and schools of kindergarten work. Superintendent Davis of the city schools spoke briefly of the importance of the kindergarten in giving children the right educational start, and of its influence in arousing teachers and

parents to the fact of the child's desire for knowledge and the child's wonderful capacity to learn.

The exercises closed with the presentation of the diplomas to the graduates by Dr. Foster, who graced the occasion with thoughtful and kindly words of commendation and advice. This training class is a branch of the Freebel Training school of New York City, of which Bishop Vincent is president and Dr. Foster the executive secretary. Mrs. Foster has four other kindergartens in New York City, one of them in connection with Dr. McArthur's church and another in connection with Grace church at One Hundred and Fourth street.

#### SCRANTON, PENNSYLVANIA.

The reports at the third annual meeting of the Scranton Free Kindergarten Association showed an increasing interest in kindergarten work and that the seven schools now under the charge of the association are very successful. The following officers were elected: President, A. D. Holland; vice-presidents, Mrs. Thomas Dickson, Mrs. C. D. Simpson, Mrs. W. W. Scranton; secretary, Mrs. William M. Maple; corresponding secretary, Mrs. T. H. Watkins; treasurer, Mrs. Edward L. Fuller. Miss Gertrude Northup submitted the report of the work done at the Linden street synagogue kindergarten and Miss Jessie Rice of Green Ridge chapel kindergarten, one of the four "Daisy" memorial kindergartens established by Mrs. Frances Hackley of New York in memory of her daughter Daisy. The other kindergartens, made possible by Mrs. Hackley's generosity, are located in the Lutheran church at Archbald; the Ridge, near Archbald; and on the West Side. Reports from these kindergartens were presented by Miss Fowler, Miss Edith Hull and Miss Cowen. The report of the Simpson kindergarten supported at Simpson by Simpson and Watkins was made by Miss Meade and of the Old Forge kindergarten, supported by the Old Forge Coal Co., by Miss Helen H. Cheney. Mr. Holland announced that the Archbald kindergarten would be removed from the Lutheran church as Mrs. Hackley had decided to erect a building that will accommodate one hundred pupils.

Mr. Holland read the report of Miss Katherine Hall Clark who conducts the training school for kindergartens and who also exercises a general supervision over all of the kindergartens of the association. Miss Clark has had this posi-

tion since last September, but will return to her home in New England at the close of the term's work, having tendered her resignation. After reviewing the work done during the year, Miss Clark's report closed as follows: "I cannot sufficiently express my regret at severing my official relations with the Scranton Free Kindergarten Association. The work to me has been from the first, fraught with the greatest possibilities, and the spirit that everywhere has been brought to develop the charitable purpose of the organization has been a constant help and inspiration to me. In tendering my resignation I did so with the feeling that to me the severance would be a personal loss, but with the profoundest conviction that other duties called stronger. I leave my duties here with the firmest faith in the strength of the association to develop the great work it has undertaken, knowing as I do its executive power and wisdom.

"The results cannot be measured by statistics. The vindication of the future alone can give any just estimate of the limitless good we hope is being done day by day. Therefore I feel no anxiety for the work in Scranton."

#### BROOKLYN, NEW YORK.

The Free Kindergarten Society closed the most successful year of its existence May 4, when its annual meeting was held at Pratt Institute. President Frank L. Babbott acted as chairman. The features of the evening were the formality of incorporating the Society, which was formerly known as the Brooklyn Free Kindergarten Association, and the reading of the secretary's annual report by Miss Caroline B. LeRow. This report showed that there are these thirteen kindergartens under the care of the society: The Woman's Club, corner Warren and Smith streets; Memorial Industrial, 28 Fourth street; Vanderbilt, 808 Vanderbilt avenue; Physicians', 566 Court street; Bethel, 15 Hicks street; Katherine Tilney, 77 Nassau street; Willow, Willow Place chapel; Bedford, 872 Bedford avenue; Slocum Memorial, 352 Livingston street; Hoagland, corner York and Gold streets; Lincoln, corner Fourth and Butler streets; Bethany Memorial, Hudson avenue; Ministers' kindergarten, Prince street. The last four of these were established last year, the Ministers' being a kindergarten for colored children. Miss LeRow dwelt at some length on the recent gifts to the Society, notable among which was the gift of \$10,000, by Mrs.

Elmira E. Christian. Other gifts were that of Mrs. E. W. V. Radcliffe, who presented the mission property in Clifton Place, from which was realized \$1,500; Dr. C. N. Hoagland's gift of \$1,200, and the donation to Vanderbilt kindergarten of \$750, by George Foster Peabody. The treasurer reported a balance of \$8,561.02. Two or more kindergartens will be started this year.

In a private kindergarten under the auspices of the Pratt Institute kindergarten department, a nurses' class has been opened. Eight lectures have been given. The subject of these lectures or talks have been, "How to use Sand with Children Out-of-doors and In-doors," "Clay and Form Work," "Soap Bubbles and How to Play With Them," "A Week in the Country With the Children," "Simple Out-door and In-door Games," "Stories and What to Tell," "Stones, Leaves and Seeds, and What to do With Them," "Building Blocks."

In its budget for the coming school year, the Brooklyn Board of Education has set aside \$12,000 for the establishment and maintenance of kindergarten classes in connection with the public schools. It is high time that the New York Board should recognize the importance of the kindergarten in the education of the people in the same way, and relieve the Kindergarten Association of at least part of the burden it has so bravely borne for many years in the interest of the community.

#### THE SPRINGFIELD KINDERGARTEN CLUB.

The Springfield Kindergarten Club has met fortnightly during the school year at the members' homes and at the public kindergarten schoolrooms. The chief subject of study taken up was the Mother Play, essays or talks being given on each play and discussions following. Some very helpful papers were read in regard to the physical development of the child, especially considering the organ of the senses, as it was felt that so much care needs to be exercised in this direction. The club secured the services of Mrs. Lucretia Willard Treat of Grand Rapids, in February, who gave five inspiring talks on "The Beginnings of Child Life" to interested audiences in the hall of the Art Museum. Mrs. Treat's lectures were based on the Mother Play, and were helpful to all, as she showed so clearly that the principles of the plays underlie all life and growth, and are, therefore, applicable to every life; that they are not for physical mothers only, for there

are spiritual as well as physical mothers. Mrs. Treat also gave two talks to mothers which made one feel more than ever the sacredness and responsibility of work with the little ones and weak ones, for as Mrs. Treat said that when we speak of children we do not necessarily mean children in age, because there are many grown children. One of the most enjoyable gatherings of the season occurred on the last morning of the week, when kindergartners from Springfield and surrounding towns played they were children and listened to Mrs. Treat's talk in the circle, did problems in fractions with the Fifth Gift, formed a large circle for the games, closing with "The Star Spangled Banner" and "America," when at Mrs. Treat's suggestion the whole audience arose in reverence to the stars and stripes. During the latter part of April Miss Gray, a noted kindergartner from Boston, gave practical lessons in gift work and games, which were enjoyed not only by kindergartners from Springfield, but by those from Florence, Pittsfield and Hartford. At the last meeting of the year held May 14, reports were read, a new constitution adopted and plans made for an outing at Forest Park.

Although the Brockton association has suffered a great disappointment by the action of the city government, the kindergarten association is looking for better things later. There are thirty children pledged to attend the kindergarten at Campello. The kindergarten at Montello is in a prosperous condition. There are fifty-five children and an average attendance of over forty. The association hopes to maintain the Park street kindergarten. It is at present in operation by the city, although the present city government was unwilling to have any money appropriated for the maintenance of kindergartens. It could not break the contract made by the preceding government. The school is a prosperous one, under the tuition of Miss Mann, who has done such faithful work and has interested and improved her pupils so much that the association is not willing to dispense with her services if it is possible to retain them. The association is encouraged by the fact that public favor of the kindergartens has given since the adverse action of the city government.

A summer school of psychology, biology, pedagogy and anthropology, is announced to be held at Clark Univer-

sity, Worcester, Mass., from July 18-25. The answers to the printed syllabi and questions having been returned in great enough numbers, Dr. G. Stanley Hall will make reports on about twenty topics of child study. Courses will be given by the following instructors: G. Stanley Hall, Clifton F. Hodge, assistant professor of psychology and neurology; Edward O. Sanford, assistant professor of psychology; William H. Burnham, instructor in pedagogy; Alexander F. Chamberlain, lecturer in anthropology; Herman T. Lukens, docent in pedagogy; Ernest H. Lindley, fellow in psychology. The fee will be twenty dollars for the course. All the resources of the university will be at the disposal of those who attend this summer course.

The following subjects were discussed at the meetings under the auspices of the Federated Women's Clubs of Chicago, to consider the conditions of child life in Illinois: "State Care of the Child," "Recreation of the Child," "Difficulties of the Foreign Born Child," "Child Study," "The Teacher's Problem with the Restless and Unruly Child," "Conditions of the Working Child," "Practical Work in Compulsory Education," "The Delinquent Child," "The Criminal Child," "Necessary Legislation."

New Haven has eight excellent public kindergartens, with an enrollment of 465 children. There are no less than 2,500 children between three and four, to whom not even the public kindergartens are open. The Elm City Kindergarten Association was organized a few years ago to meet the great need for kindergarten work in the crowded parts of the city. The kindergarten opened by them at Welcome Hall on Oak street has met with remarkable success both in numbers of children gathered in and in the refining and elevating effect it has exerted upon them. In connection with this kindergarten is a training school for teachers, all of the assistant teachers are pupils in the training department. The success of the work and the great need in other districts of the city led the association to establish another kindergarten in Lloyd street, and within a week the room was full and numbers had to be refused admittance.

Miss Florence Davis has charge of the kindergarten under the auspices of the Woman's Educational and Industrial Union, Utica, N. Y.

Miss McNair has a kindergarten at Gloversville, N. Y.

#### NOTES FROM PEABODY HOUSE.

Although the opening of the Elizabeth Peabody House occurred at Boston less than a month ago, it has already become a center of interest for the whole community. There are thirty little ones, ranging in age from three to five, who daily attend the kindergarten. If there were larger accommodations fully seventy-five or one hundred would be in attendance, consequently the waiting list is a long and pressing one.

A canary bird has just been added to the schoolroom. One child shouted when she first caught sight of it, "Oh, see the chicken!" It is the custom to take a half hour for lunch. At first the children brought their own lunch, which consisted of long licorice sticks, candy and popcorn balls. One day a little girl visiting the kindergarten talked with Miss Spalding about their strange lunch, and when she realized how injurious such a lunch was for them, she began to wonder what could be done to help matters. Finally she decided to give the children a gallon of milk each day from her own pin money. The school brought little glass mugs, and now when the lunch bell rings the little ones sit in their tiny chairs at the low tables and drink their two glasses of milk. The children enjoy the milk as much as they did their penny sticks of candy, and they certainly thrive on it much better.

Miss Spalding intended to make the mothers' meetings include discussions on household economics and hygienic subjects. Even in this short time the work has had good results, now the mothers feel that the women in charge of the settlement are "good women" as they say, and they not infrequently consult Miss Spalding about "what is best for the child." Among the most interested helpers of the settlement are the boys from nine to eleven years of age. When the settlement was first opened Miss Spalding was walking back and forth in front of the house looking at the dreadful state of the street, strewn with papers. She asked a small boy standing near if it wasn't too bad to have the street like that, and he agreed that it was, but said it was the street collector's business to take care of it. Miss Spalding agreed with him, but said: "As long as he does not attend to it some one must. Now all the boys who will help pick up the street and keep it picked up shall belong to my book club, which I am going to have by and by."

At once the boys went to work, and others when they knew the reward, helped also, and the street has since presented a very fine appearance. The boys are waiting eagerly for the book club. Miss Spalding regrets that she cannot form the club immediately, but they have not the necessary books, although there are two bookcases.

Those in charge at the settlement are hoping that during the summer they may be able to give the children some outings. In order to do this it will be necessary to have money especially for the purpose, and it is hoped that friends will remember the need.

#### A PROGRAMME FOR PARENTS.

*Editor Kindergarten News:—*

I enclose the programme of a lecture course given at the Philadelphia Normal school this spring, which I thought might prove interesting to your readers, as it is in line with kindergarten ideas. It was arranged for the parents of the children in the School of Practice, with the view of interesting them in the improvement of education, and of bringing them into sympathetic and mutually helpful relations with the teachers, which it has to some extent accomplished.

C. G. O'G.

#### THE PROGRAMME.

March 18. How May Mental Alertness be Secured?

Mr. George H. Cliff, Principal, Normal school.

March 20. The Kindergarten, or the Child's First School.

Miss Anna W. Williams, Department of Kindergarten Philosophy.

March 27. Education by Play.

Miss C. Geraldine O'Grady, Department of Kindergarten Philosophy.

April 10. The Development of the Imagination.

Miss Margaret S. Prichard, Department of Psychology.

April 17. The Material Preparation for School.

Miss A. H. Hall, Principal, School of Observation and Practice.

April 24. Education by Song—Introduction to Literature.

Miss Anna W. Williams.

May 1. Literature for Children.

Miss Pauline W. Spencer, Department of Literature.

May 8. Education for Citizenship.

Miss C. Geraldine O'Grady.

May 15. The Child's Ideal.

Miss A. H. Hall.

May 22. Methods of Correction of Lesser Deformities Due to Incorrect Posture.

Miss Grace E. Spiegel Department of Physical Training.

#### MISS BROOKS' DEMONSTRATION.

The "Demonstration of the Principles of Frobel's System" which occurred at Teachers College, New York City, on the morning of May 16, was the crowning effort of nine years of service which Miss Angeline Brooks has rendered that institution as the director of its kindergarten department. Special pains were taken to make the programme attractive because of its variety and lack of those features which sometimes render such occasions tedious. The result was an exposition of kindergarten principles and practices which were at the same time both entertaining and convincing, an exposition that really ought to be taken about the country and repeated in different towns and cities to arouse general interest in the cause. This was the way that it read:—

#### PROGRAMME.

Chant: Christ Blessing Little Children.

The Significance of the Kindergarten Movement.

Miss Palmer.

Original Story: The Coming of The May.

Miss Clever.

Songs: Over the Bare Hills, Bobolink, The Brooklet.

The Kindergarten Gifts as a means of impression and of expression: an original story by Miss Barron, illustrated by

Miss Barron,	Miss Greene,
Miss Broadwell,	Miss McIlvaine,
Miss Burdette,	Miss McKim,
Miss Cornish,	Miss Mellen.

Bee Songs: I'm a Little Busy Bee, I am a Honey Bee.

Blacksmith Songs: Let me Learn a Busy Trade, Merrily, Merrily the Anvil Rings, Busy Blacksmith.

Nature and Life in the Kindergarten.

Introduced by Miss Strong.

Miss Bailey,	Miss Porter,
Miss Beyer,	Miss Squires,
Miss Gunton,	Miss Thompson,
Miss Mann.	Miss Wilde,

Miss Miller.

Lullabys: Sleep, Little Darling, The Sun has Gone from the Shining Sky.

The Kindergarten as a Factor in the Social Problem.

Miss Noyes.

Song: "Come, Let us Live with our Children."

The story of Miss Barron showed marked ability on the part of the writer in putting together a narrative which afforded excellent opportunity for presenting a sequence that introduced all the type forms and emphasized their value. The second sequence, introduced by Miss Strong, showed a great deal of work which was logical as well as elaborate, stress being laid on the special

features of the kindergarten programme running through nine months of the year, with suggestions for each one of them. The essay of Miss Noyes had for its text the quoted statement that sociology is the science of social help, and began with reference to the plaint of a tenement house mother who said, "I would gladly die to-morrow if it were not for my children." It was the story of what one kindergarten settlement was able to do for a band of such mothers and their children during two years, it being the custom of the kindergartner to visit those mothers every day.

The audience which nearly filled the college chapel went away with a regretful feeling, because they had attended the last of Miss Brooks' demonstrations, her resignation having been in the hands of the trustees for some weeks. A long period of uninterrupted work has made it necessary for her to rest for a year, which she will spend with friends, and beyond which she has, at present, no plans.

In connection with the demonstration the work of the graduating class and also of the children was displayed in the kindergarten and trustees' rooms, and attracted a crowd of visitors during the afternoon. The names of the class follow: Caro Sherwin Bailey, Lansingburg, N. Y.; Magdalene Beyer, Stapleton, S. I.; Mabel Cleves, Binghamton, N. Y.; Herberta Whipple Gunton, New York City; Harriet Eliza Mann, Florence, Mass.; Anne Maxwell Miller, New York City; Luella A. Palmer, New York City; Edith Louise Porter, Bridgeport, Conn.; Laura Fairbanks Squires, Brooklyn, N. Y.; Jeannie Dorchester Strong, Buffalo, N. Y.; Maud Thompson, Bloomfield, N. J.; Harriette Wilde, New York City.

At the first anniversary meeting of the free kindergarten, Columbus Ga., the following officers were elected: President, Judge G. C. Duy; vice-presidents, Mrs. G. C. Duy, Mrs. William A. Swift, Mrs. Sol Sarling, Mrs. W. T. Gautier; recording secretary, Miss Mary B. Johnson; corresponding secretary, Mr. L. T. Chase; treasurer, Mrs. Helen M. Dexter. The report of the treasurer showed all the receipts and expenditures of the year, and that the association comes through the year with no debts, a small sum of money to begin with next fall and enough furniture for two kindergartens. Miss Edith M. Woodruff submitted the report of the Emma Moffett Tyng Kindergarten; Miss Winifred L. Barlow, of the Mary Louisa Cook Kindergarten.

#### MISS BLOW'S TALK IN NEW YORK.

The return of Miss Susan E. Blow to the public platform after so long an absence because of impaired health is naturally a matter of much interest in the kindergarten world. She has recently appeared before large audiences in both Boston and New York, her theme on each occasion being the "All Gone Song" of Froebel's Mother Play. She spoke in Boston Monday, May 4, before the public kindergartners of the city, at the solicitation of Miss Fisher, and on Saturday, May 16, at Teachers College, because of the importunity of Miss Fitts, who was particularly anxious to have the kindergartners of New York and vicinity hear her. The New York gathering was in the college chapel, which was nearly full. President Hervey introduced Miss Blow as a veteran in education and a leader in kindergarten thought. She read her message, being seated, and the rendering lasted about an hour. She began by explaining the nature of the Mother Play, particularly as a book for educational students, although it is also intended for children. From this starting point Miss Blow went on to affirm that all facts are related to principles, and to define a typical fact. Incidentally she said that a parable is the highest form of miracle, because the parable makes the extraordinary common. Those are typical facts which appeal to many persons. After speaking of the Kicking Game, the true idea of which is restricted freedom and the Weather Vane, and then alluding to the All Gone Song, Miss Blow spoke of Froebel's Mother Play as the greatest book of child study in existence and also of the beauty of a typical fact. Some students of these matters have made typical facts of their own. You, who are kindergartners, she said, should always remember that the general truth which the daily lesson contains is for you, and that it is your business to lead the child to illustrate it without talking about it. Also that the spontaneity of the average person is dead mechanism. Miss Blow said that in her visits among kindergartners she had noticed that those who accomplished the least were the people who did the same thing over and over again because they trusted to the inspiration of the moment.

Next in order Miss Blow defined two methods of training which have often been tried, sugarplum education and flowerpot education. The one seeks to cajole the child into doing the right

thing by presenting some alluring reward and the other undertakes to preserve him from harm by throwing around him an artificial environment. Froebel held man to be a free being and his method of education is different from either of those just mentioned. It appeals to the activity of the child. At this point Miss Blow entered on a brief explanation of some of the fundamental principles of the kindergarten system and the reasons why Froebel invented the gifts, transforming by their use the natural destructiveness of the child in such a way and so directing his imitative impulse that whole villages formed with the gifts spring up under his hand. It was for this training that he introduced the gifts, and not for the main object of teaching type forms.

At this point in the discourse Miss Blow gave an analysis of the teaching of the "All Gone" picture, showing how pointedly it illustrates the lack of forethought and the heedlessness which is so inherent in childhood. So far as the intellect is concerned Froebel is the evolutionist among educators. A boy will spend a long time throwing stones in his effort to hit a small pane in the window and have no thought of the damage he is likely to do until after he has heard the clash of the glass. He will also aim his gun at a bird unmindful that the bullet will take the life of that bird until it falls dead at his feet. In view of these facts we ought not to criticise the children in the picture too severely for their readiness to rob the bird's nest. It was the desire to comfort his sister for the loss of her canary that prompted the boy to undertake that venture. It is by observing the results of his deeds that the child is led to interpret their nature.

It is a great mistake, the trying to attain a desirable end by appealing to an unworthy motive. We ought not to tell stories which are far above the child's comprehension. We should give him something immediate to think about, the consequence of his action to-day, not when he grows up to be a man or in the next world. It is a common error, this presentation of ideas which are beyond the child. We must keep close to the way in which he does things and hold up to him the right course so that he cannot fail to understand it. We must remember that he is born the child of nature, to become the child of God. Incidentally at this point Miss Blow told how it took long years for her to become

reconciled to the character of Jacob as contrasted with that of his brother Esau, but that after a careful study of the two men, and what each attained in life, she came to accept the verdict which exalts the younger brother far above the elder.

Froebel's methods are greatly to be preferred for guiding the child to the higher path as compared to anything to be found in the sugarplum or flowerpot methods. It often happens, for some reason that is hard to explain, that those who have overcome the most obstacles in their own educational progress are not the best leaders of children. In matters like this there is such a thing as a noble failure which transcends all success and contains the blessed promise of final perfection.

#### THE KINDERGARTEN IN NEIGHBORHOOD WORK.

[From the *Silver Street Report*.]

"This bond of neighborhood is, after all, one of the most human, yea, of the most Divine, of all bonds. Every man you meet is your brother, and must be, for good or for evil."

—Charles Kingsley.

In these days of Social Settlements, of Neighborhood Guilds, of Friendly Aid Houses, of all wholesome, helpful organizations based on the brotherhood of man, the free kindergartens feel a pardonable pride as they reflect that they have been in and of this work from the beginning. The kindergarten is as yet but a grain of mustard seed which has scarcely begun to sprout; but it is rooted in all good things, it is related to all forward movements, and these facts assure us that it is destined to grow until, as Froebel saw it in prophetic vision, it becometh a tree so that the birds of the air come and lodge in the branches thereof.

The development of the child in his threefold relations with nature, with God, and with mankind, is the first article in the kindergarten creed, and as the little one is led to feel the last relationship, all neighborhood life is touched upon. There is no other educational system which has this social basis, and therefore no other which is so well adapted to serve as the foundation for all schemes of social regeneration. The age of the kindergarten children is such that the teacher must naturally regard them with a tender and protective feeling; and this attitude of mind being quickly felt and appreciated by the mother, the two women join hands in love for the little one, and the first links

in the chain are welded together. It is these babies who, because they are the most helpless and the most dependent, have the firmest hold on the mother's heart strings, and any love shown to them is quickly reciprocated. To and fro, between home and kindergarten, the children go—blessed little messengers of good-will; and when the kindergartner calls to see the mother, or the mother comes to advise with the kindergartner, they are not at all strangers, though they have never met before, for Johnnie has talked so much about the one to the other that they seem quite like old friends.

The ideal leader of the free kindergarten knows well every one of the families whose children are in her care; she has visited every home in a friendly way, and thus gained an understanding of the heredity of the child and his environment which she could have obtained in no other manner. Seeing her genuine interest in him, her opinion of his abilities, her joy in his achievements, the parents learn to value him still more and are drawn nearer together by their pride and love.

Thus the neighborhood work begins; and to show how it has broadened out from thence in the Silver Street kindergartens, will be to show what it is, and must be, the inevitable result of kindergarten life everywhere. In the first place, then, the babies who spend the years from three to six in close companionship with the kindergartner become dear, familiar friends who will not and cannot be shaken off when they have graduated from the public school. They return to bring their younger brothers and sisters, they drop in to learn how the youngerlings are getting on, they call often to see if they may not do errands or give any sort of assistance, they spend all possible holidays in the charmed environment, and generally cling to the kindergarten like a devoted heap of iron filings to a very powerful magnet. What can be done with this army of followers! thought the kindergartners long ago at Silver Street. Is there not some useful, pleasant work to give them? The demand was urgent, and the supply, being eagerly looked for, did not fail to appear. The Housekeepers' Class or Kitchen Garden, originated by Miss Emily Huntington, of the Wilson Industrial Mission, New York, was described to us, and we immediately formed a class on the same lines, for girls from nine to fifteen years. This,

with its simple instruction in household duties, its pleasant suggestions as to the best ways of washing and ironing, sweeping, dusting and table setting, brought us again in touch with the home, and another band of messengers sped to and fro on their kindly errands.

But here were our boy graduates, a little shyer about calling to offer their services, but covering our steps and even ornamenting our fences after school hour, and, through want of occupation, often making themselves rather troublesome visitors. Mr. W. E. Brown, long one of our most generous friends, came to their rescue, and four years ago the Boys' Free Library was opened on the ground floor of our Silver Street building, the rooms being put in order by our President, Mrs. Harriet Crocker-Alexander. Here, in bright, pleasant surroundings, from two to six o'clock every afternoon, from fifty to sixty of the neighborhood boys are welcomed and provided with books, magazines, and quiet games.

Now our hands were clasped in those of the little children and the older boys and girls, and we were necessarily in close relation with the home. But we wanted to do more for the mothers—some of them so patient and hard working, so sweet and good; others so vicious and hardened, and ignorant and dull. So the kindergartners asked the mothers to come to them regularly for friendly chats about the children, for explanation of the kindergarten materials and the purpose of the songs and games, for bits of talk about home matters and simple addresses on such important subjects as children's diseases and remedies, children's food and clothing, methods of discipline, etc. These mothers' meetings were brightened with tea, and music, and conversation, and became a regular and most valuable feature of our work.

The last year has seen two more most important additions to the social life of the neighborhood—the opening of the library two evenings a week for boys and young men at work by day, and the giving up of the rooms on Saturday afternoons to the girls, who have been provided by Mrs. Alexander with a case of books especially suited to them.

Now the circle is almost complete, we are in close relation with the little children, the boys and girls, the mothers and homes of the neighborhood, and our next outward reach must be toward the fathers, whom we have only touched as yet by proxy, as it were. Over three

hundred and fifty human beings of all ages, go in and out every week through the hospitable Silver Street doors; and in many cases we hope, nay, we know that what they gain under our roof, is a blessing to the entire neighborhood. It is but a little piece of the world's work, we know; we might have reached out further had we had more money, we might have done better had we been wiser, we might have done more nobly had we seen more clearly; but we have done what we could, and we have no fears for the future. And so,—

"Here's to the Cause, and the years that have passed.  
Here to the Cause,—it will triumph at last.  
The end shall illumine the hearts that have braved  
All the years and the fears, that the Cause might  
be saved.  
And though what we hoped for, and darkly have  
groped for,  
Come not in the manner we prayed that it should,  
We shall gladly confess it, and the Cause, may  
God bless it,  
And shall find us all worthy who did what we  
could."

The Free Kindergarten Association of Columbus, Ga., has been very successful in its two kindergartens, carried on since last October by Miss Edith Woodruff and Miss Winifred L. Barlow, graduates of the Louisville Free Kindergarten training class. Miss Woodruff has had charge of the Emma Moffett Tyng Kindergarten and Miss Barlow of the Mary Louisa Cook Memorial Kindergarten. Together they have divided the responsibility of a training class of six young ladies, who have all had practical work in the schools during the mornings, studying theory and gifts in the afternoons. Realizing the importance of a thorough understanding of the work, this class will not graduate until June 1897, thus taking the full two years' course. The two kindergartens will be re-opened October 1 by Misses Woodruff and Barlow, at which time a second training class, already formed, will begin work.

We have received from Secretary Hill the fifty-ninth annual report of the Massachusetts Board of Education for 1894-1895, a volume of nearly eight hundred pages. This report states that a kindergarten is very much needed at the Framingham Normal school, and that at Westfield it has proved a valuable aid in the general work of the school, and that it prepares the children to enter the primary grade well equipped.

Miss M. A. Hamilton writes from Dartmouth, N. S., that her kindergarten had a

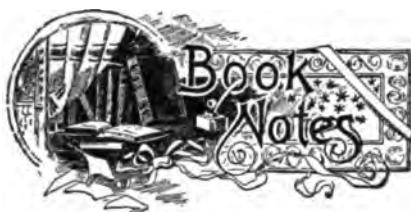
birthday party May 7, being seven years old. She adds: "We sent out four hundred and fifty invitations asking parents and friends to visit us for half an hour on that day to help us celebrate our anniversary, and we earnestly asked that each one would give or send us seven cents to help procure a bookcase and begin a library." The net result was \$51. There were seventy-one kindergarten children present, from four years and a half old to seven, and some three hundred grown people. The children gave an exhibition in drawing, number work, sewing and recited several selections. Miss Ball gave a French lesson and Miss Augwin a wand exercise. This is a public kindergarten and has eighty-one pupils enrolled.

The kindergarten established in Charleston, S. C., January, '95, at the Industrial Institute on Kracke street, is in a flourishing condition. The addition to the Institute of blacksmith and carpenter shops gives the little ones a greater love for their games of the trades, and they are delighted to watch the large bellows work and the bright sparks fly while they sing "Horse Shoeing." The kindergarten closes June 8, with about twenty-five children.

The last meeting of the season of the Philadelphia Society of Frebel Kindergartners was held on Saturday afternoon, May 9. The subject under discussion was the "Topical Syllabi for Educational Study," sent out by G. Stanley Hall of Clark University. The president, Mrs. Van Kirk, was the leader in the discussion, and nearly all present took part, making the meeting one of interest and helpfulness. The meeting closed with the singing "Over the Bare Hills, Far Away." Adjourned to October, 1896.

We request prompt renewal in all cases, as we shall not continue to mail the News on expired subscriptions.

Kindergarten teachers who are willing to change location for a better salary or advanced positions should address Mr. Orville Brewer, Teachers' Co-operative Association, 101 Auditorium Building, Chicago. Mr. Brewer has frequently been called upon to fill such positions as Principal, or Assistant in the Public Kindergarten Schools of Milwaukee, Cincinnati, Covington, and other large cities, as well as in Private Kindergartens. He prefers teachers with large experience, but often has positions for beginners who have had a thorough preparation.



### Horace Mann, The Educator.

By Albert E. Winship. Published by New England Publishing Co. Boston. It is very appropriate that this life of Horace Mann appears at the one hundredth anniversary of his birth when interest in him is revived and teachers need a brief and comprehensive book that gives the essential features of his character and the leading characteristics of his work. This life written in a clear, terse style meets this want.

The author's estimate of the characteristics that made Mr. Mann an educational leader, put in a single phrase is "his power to make and command a crisis." The direct quotations used, especially those from his tribute to his mother, his wife, and from his diary when considering the offer made him to become secretary of the Massachusetts Board of Education, reveal his motives, aspirations and feelings better than any mere description of him or his actions could possibly do. Mr. Winship believes that no greater reverence was ever shown for education in Massachusetts than at the time when Mr. Mann became secretary of the state board. This work in this position is graphically described, and of course has reference to the history of education in Massachusetts during that time. We are surprised that so much clear information of the life and work of this great educator can be gained from so brief an account.

### Little Nature Studies. Vol. II.

A Second and Third Reader. From John Burroughs. Edited by Mary E. Burt. Published by Ginn & Co., Boston. Price 30 cents, 108 pages.

"To teach young people or old people how to observe nature is a good deal like teaching them how to eat their dinner. The first thing necessary, in the latter case, is a good appetite; this given, the rest follows very easily. And in observing nature unless you have the appetite, the love, the spontaneous desire, you will get but little satisfaction. It is the heart that sees more than the mind."

Everyone recognizes the truth of this quotation from the Third Reader; and one cannot but feel that the child who looks at nature with one who has such love and sympathy for her as John Burroughs must have his appetite, his love for nature quickened. This love breathes through the simplest sentences, giving them an indescribable charm as in the lesson on strawberries, "I could taste the song of the bobolink in them;" and of the pond lily, "Its root, like a black ugly reptile, clings to the slime, but the flower is like a star;" and of the cow, "The cow is the true pathfinder and pathmaker."

Many of the anecdotes of animals reveal so much tenderness and faithfulness in these dumb creatures that the child cannot help but love them, and thus learn to treat them with kindness. The suggestions for conversations are exceedingly helpful and if carried out would cultivate careful observation, clear thinking and high ideals. Every teacher who uses these readers will feel grateful to Miss Burt for introducing this lover of nature to the children in such a delightful way.

### The Easy Primer.

Published by Boston School Supply Co.

This text-book is written in accordance with certain suggestions in the report of the Committee of Fifteen, regarding the teaching of reading in the lowest primary grade. It is a classroom outgrowth, several experienced Boston educators having helped make it. The introduction, prepared by teachers distinguished for their success in primary work, contains suggestions in regard to preparation and teaching of lessons.

### Frobel's Occupations.

By Kate Douglas Wiggin and Norton Archibald Smith. Published by Houghton, Mifflin & Co., Boston. Price, \$1. 318 pages.

This is the second volume in "The Republic of Childhood" and deserves as great favor as "Frobel's Gifts" has received. Each occupation is comprehensively treated. The author shows that it is ancient and universal or one of the traditional employments of childhood; its educational value is discussed, and practical directions are given for its use, including typical "schools" or series of lessons. Objections to occupations are also given which refer chiefly to the eyes and motor ability of the child. The

several chapters devoted to drawing will be especially welcomed by kindergartners, who realize as the authors do, that none of the other occupations are in such a chaotic state. Some of the descriptions of lessons are so realistic that they impart something of the enthusiasm gained by actual observation. The book sparkles with bright sayings and nuggets of wisdom, as, for instance, this one regarding the play with occupations: "With one kindergartner it is childlike, spontaneous, simple, free, poetic, flexible, appropriate, natural and full of meaning. With another it is childish, silly, purposeless, trivial, artificial. If you cannot play, wait until you can! Meantime suggest, stimulate, interest, influence, charm in some other fashion. The wrong sort of play dissipates, the right sort disciplines the mind and heart. One teacher overlays her lesson or her exercise with a lot of aimless affectations and scatter-brained pastimes, under the impression that she is a magician and the children are spellbound; the other makes the exact point she wishes and carries it with contagious gaiety and irresistible spirit, mixed with sweet common sense. We confess that temperament has much to do with it, but if you have not the genius of play you can still do wonders if you have sympathy, tact, quick intelligence, ready wit, and modesty."

The spirit of the book is not dogmatic; it does not encourage blind following. There are counsels and opinions of educational authorities, but the kindergartner is left to form an independent judgment of her own. The kindergarten world is fortunate to have such a book written by two women who have achieved noted success in kindergarten work and possess the talent to give the results of their experience in not only a logical way but an attractive literary style.

#### Songs and Song-Games for the Little People.

Arranged by M. E. Cotting. Published by New England Publishing Company, Boston. Paper cover, 64 pages.

This collection consists of seventy-five songs and games without the notes of the instrumental accompaniment, as it is designed especially for use in the primary schoolroom. The compiler, a critic and supervisor, questioned as to what directed play in the schoolroom might mean for little people and came to the following conclusion: "The songs became the means of cultivating the child

intellectually quite as much as the studies of the school curriculum; morally, their influence, as well as that exercised by the games, is unquestionably unlimited; physically, the development which is pleasurable gained is equal to that which is the result of the use of the lung movements." The comparatively small size of the book, its convenient form and number of songs recommend it.

#### The Floral Record.

By E. O. Sherman. Published by E. L. Kellogg & Co., New York and Chicago. Paper covers, 15 cents.

This is a practical and useful book to use in teaching botany to children. The classification of the various kinds of roots, stems, leaves, flowers and fruit is put in a clear, concise, simple form. The terms are usually defined by pictures, thus the pupil gets the idea at a glance and becomes familiar with the whole list of terms in a short time. Following this classification, throughout the book, on the left hand page, is a blank form for analysis of plants showing what is to be observed and on the right hand page a place for drawings and a blank at the bottom for a record of the class, family, common and scientific names, where found, and the date.

#### An Object Lesson in History.

By Emma Shaw Colclough. Published by E. L. Kellogg & Co., New York and Chicago. Paper covers, 15 cents.

This historical exercise for school exhibitions is founded on an actual visit made by a class of a Providence school to the battle ground of Concord. In the dialogue the characters describe their visit to historical places of Boston, Lexington and Concord and quote what orators and poets have said concerning those stirring events.

#### Old Time Stories.

Retold by Children. By E. Louise Smith. Published by Werner School Book Co. New York and Chicago.

The author has followed the suggestions of Dr. G. Stanley Hall in regard to "true child-editions," and given us a primary reader consisting of stories as they were produced orally by the children, after hearing and discussing them. This collection includes such stories as "The Ugly Duckling" and "Little Red Riding-Hood," Norse myths, and stories of the Greek hero, Jason. The latter stories were originally published under the title of "The Golden Fleece."

## THE ETHICAL CULTURE SCHOOLS' EXHIBIT.

In connection with the twentieth anniversary of the Society for Ethical Culture, New York City, an exhibit of educational work was held at Carnegie Lyceum, 57th street and Broadway, from Tuesday, May 12 to Saturday 16. Several addresses explanatory of the work done in the schools supported by the society were delivered during the week. The programme follows:

Tuesday, May 12, at eight p. m. Addresses by Prof. Felix Adler, "The Purpose of the Ethical Culture Schools;" Dr. Maximilian P. E. Groszmann, "Child Study as conducted in the Schools;" Mr. Frederick W. Coburn, "Purpose and Method of Latin."

Wednesday, May 13, at four p. m. Addresses by Miss Caroline T. Haven, "Value of Kindergarten Normal Training for Young Girls;" Dr. Frederick Monteser, "The Course of Study in the Kindergarten Normal Department." A Sequence of Songs and Games conducted by Miss Zillah J. Levy.

At eight p. m. Addresses by Mr. Henry A. Kelly, "Natural Science Work as carried on in the Schools;" Miss Anne G. Dunn, "The Course in English."

Thursday, May 14, at four p. m. Addresses by Mr. Joseph T. Bedford, "The Course in Boys' Manual Work as developed from the Kindergarten through all the Grades;" Miss Marie R. Perrin, "The Course in Sewing;" Dr. Maximilian P. E. Groszmann, "Aims and Purpose of Manual Training."

At eight p. m. Addresses by Mr. John La Farge and George DeF. Brush on "General Principles of Art Instruction;" Miss M. Dewing Woodward, "The Work done in our Art Department;" Mr. Frederick W. Coburn, "The Value of Art Instruction in the Elementary School."

Saturday, May 16, at ten a. m. Addresses by Mrs. Mary Moore Welton, "The work in the Primary Course;" Dr. Frederick Monteser, "Algebra and Geometry in the Grammar School;" Miss Annette Sawyer, "The Place of Translations in Language Instruction;" Dr. Maximilian P. E. Groszmann, "The Departmental System of Teaching as carried out in the Ethical Culture Schools."

At two p. m. General Discussion.

The audiences attending these exercises were large, the leading kindergartners of the city being present Wednesday, as well as other educators. Miss Haven gave a brief history of the kindergarten

speaking of the difficulties attending the early work in all kindergartens. She also spoke of the value of kindergarten training for all women, since there are few who fail to come into close relations with children, either as mothers or teachers.

The work of the students and children was noticeable for the tendency to the use of larger materials, especially in the occupations and for the harmony of color shown throughout the whole.

The exhibit of the school proper was large and varied, showing the work of the eight grades above the kindergarten, the principles of the latter being the basis of all. The exhibit, taken altogether, was exceedingly good.

The graduating exercises of the training school of the Pittsburg (Pa.) Free Kindergarten Association will be held June 19. Rev. Richard Holmes will deliver the principal address. Next year the training school is to be placed on a very high standard. Miss Georgia Allison, who has taken the fourth or normal course at the Chicago Kindergarten College, is to be added to the faculty, and will have charge of a model kindergarten and do important work in the training class. She is considered one of the finest kindergarten teachers in Chicago. This model kindergarten to be started in September, will give great advantages to the members of the training class. The post-graduate course is also to be started in September. Miss Gertrude Sackett is added to the faculty. There will be special lectures in literature and psychology, by Prof. Snider of Chicago.

Miss Sara Gibson is principal of the free kindergarten at the City Social Settlement, Louisville, Ky.

Miss Annie M. Flanagan has charge of the kindergarten department of Jefferson school, Syracuse, N. Y.

Subscribers are reminded that all special rates for training classes, clubs, etc., are withdrawn until the advance price of *KINDERGARTEN NEWS* goes into effect.

A novel and pleasant reception was held at the Gore kindergarten, East Cambridge, Mass. The kindergartners, Mrs. Selma Berthold, Miss Wells and the mothers invited the fathers to become acquainted with the work. This is thought to be the first fathers' meeting in Massachusetts. Over one hundred persons responded to the invitation.



The last meeting for this season of the Buffalo branch of the International Union was held May 9. Mrs. Mary J. B. Wylie was re-elected president; Miss Ella C. Elder, vice-president; Miss Cornelia Selkirk, secretary-treasurer; executive committee, Mrs. Cornelia M. Green, Miss A. H. Littell, and Miss Amy Smith.

Mrs. Olive E. Weston has been compelled to give up her work as training teacher and kindergartner at Jacksonville, Fla., owing to the financial reverses that have overcome that state and has gone back to her Chicago home. She is seeking a place as training teacher, organizer or lecturer. She has left behind her in Florida a number of graduates who are doing excellent and self-sacrificing work.

There is lamentation at Saginaw, East Side, Mich., because the city board of estimates has cut out the whole appropriation for kindergartens during the coming year.

A kindergarten association has been organized at Northampton, Mass. The choice of officers for this year was as follows: President, Mrs. F. H. Drury; vice-president, Mrs. Dana Pearson; secretary, Mrs. E. W. Higbee; treasurer, S. D. Drury.

The kindergarten association of Alexandria, Va., has elected the following officers: President, Miss Rebecca Ramsey; vice-presidents, Mrs. J. C. Smoot, Mrs. Peyton Randolph; secretary, Miss Lula Smoot; treasurer, Mr. R. L. Jones.

The new officers of the Seattle (Wash.) Free Kindergarten Association are as follows: President, Mrs. H. E. Holmes; vice-presidents, Mrs. J. R. Simison, Mrs. S. Aronson; corresponding secretary, Mrs. C. E. Dewhurst; recording secretary, Miss Day Butler; treasurer, Mrs. A. Conning.

The Church of the Redeemer at South Boston sustains a kindergarten with Miss J. Leland Clarke in charge. In order to

answer the many questions of the mothers the pastor, Rev. Mr. Shield, who is much interested in kindergarten instruction, recently called a mothers' meeting and invited Mrs. Selma E. Berthold of Cambridge to read a paper on "The Value of the Kindergarten." As a result it was voted to make such meetings a part of the work during the coming year.

Miss Mary Willard, niece of Miss Frances E. Willard, has been appointed national superintendent of kindergarten work of the Women's Christian Temperance Union. Miss Willard is a graduate of the Froebel Institute, Berlin.

The Hoagland kindergarten, Gold street, Brooklyn, N. Y., is under the management of Miss Frances E. Wheatley. Miss Atwater and Miss Nicholson are assistants.

Miss Moore has opened a kindergarten department at her school at 256 High street, Newburyport, Mass.

Miss Grace Perkins has charge of the kindergarten, corner of East Front and Mechanic streets, Skowhegan, Me.

The free kindergarten at Lakewood, N. J., was opened by Miss Cornelia Russell Wright in January, 1895. Nearly seventy children have been enrolled since September.

Miss Willette Allen of Atlanta, Ga., and Miss Hailmann of Washington, D. C., will conduct a summer school for instruction in kindergarten methods at 689 Peachtree street, Atlanta, Ga., beginning June 17, and continuing four weeks.

At the annual meeting of the Kindergarten Association of Old Town, Me., the following officers were chosen: Mrs. Herbert Gray, president; Mrs. A. J. Keith, vice-president; Mrs. J. F. Gould, secretary.

Mrs. Agnes Ketchum is director of the Garfield school kindergarten, St. Louis, Mo.

Miss Vira C. Smith of New York City, has opened a kindergarten at Rutland, Vt.

Mrs. Carrie R. Clark has opened a kindergarten at Trenton, Mo.

Misses Frances Austin and Eva Kinsey will conduct a summer kindergarten at Lake Park, Minnetonka, Minn.

Miss Small of Cornish, Me., has opened a kindergarten at Fryeburg.

Miss Anna Dunegan has been engaged to take charge of a kindergarten at Stevens Point, Wis.

The Northfield summer kindergarten will be re-opened in the vestry of the Congregational church July 1, continuing through the summer. This school will be under the efficient management of Miss H. G. Parsons, a graduate of Kraus-Boetle seminary, who did such satisfactory work there last summer.

Mrs. Lou P. Bush is president of the Kindergarten Club of Seattle, Wash. Mrs. Elizabeth Atkinson is secretary.

Mrs. Will Hewitt has a kindergarten at Johnston, S. C.

At Dayton, Ohio, Sarah H. Pierce is director of Dayton kindergarten; Miss Prentice of Riverdale kindergarten; Julia M. Wood of East End Fröbel kindergarten; Miss Lake of Hess street kindergarten; Phoebe F. Ramsey of Boulevard kindergarten; Louise R. Thompson of Dayton View kindergarten; Nan E. Parrott of Oakwood kindergarten.

At Geneva, N. Y., a kindergarten has been established in connection with the Cortland street school in charge of Miss Smith.

At the Home for the Friendless, Atlanta, Ga., there is a very successful kindergarten in charge of Miss Oakley of Buffalo, N. Y.

Miss Ina Clough has opened a kindergarten in Bellefontaine, Ohio.

Miss Alice Townsend has opened a kindergarten at her home on West Winter street, Waterville, Maine.

Miss Sallie Gardner has a kindergarten at Calais, Me.

Mrs. Pollock's annual May party was held on the first day of the merry month in the lecture room of All Souls' church, Washington, D. C., from 10 to 1 o'clock, these five kindergartens participating: National, St. Andrew's, Mt. Pleasant, Capital Hill, Pennsylvania Free.

Miss Helen Todd of Chicago, Miss Esther Nelson of Ishpennings, and Miss Wetmore of Cleveland, are finishing their course of training with Madame Claverie at Fröbel Institute, Los Angeles, Cal.

At the annual meeting of the Kindergarten Association of Baltimore, Md., the following officers were elected for the ensuing year: President, Dr. Griffin; vice-presidents, Mrs. C. George Currie and Mrs. Henry Wood; recording secretary, Miss Kate G. Brooks; corresponding secretary, Miss Alice Gilman; treasurer, Frank Frick, Jr. A gift of one thousand dollars has been received by

the association from Miss Mary M. Eaton, in accordance with the wish of her sister, the late Miss Susan M. Eaton. The amount will be devoted to the maintenance of free kindergartens.

"The Cradle Songs of All Nations" was rendered in the Los Angeles Theater, April 14 and 15, for the benefit of the Settlement kindergarten in Sonoratown, the Spanish quarter of Los Angeles. Mrs. L. Mitchel and Miss Freda Waite, the kindergartners, are graduates of Madame Claverie's Fröbel Institute.

A kindergarten department has been established at the Jones Island school, Milwaukee, Wis. Misses Fairchild and Armitage are the kindergartners.

Miss Ellie Mosgrove a graduate of Fröbel Institute, Los Angeles, has begun her work as private kindergartner at Seattle, Wash.

Miss Julia Cook has opened a kindergarten in Westboro, Mass.

Miss Miller and Mrs. Maurey are kindergartners at Houston, Tex.

Miss Stella McCarty is president of the Fröbel Club, Columbia, S. C.

Miss Fannie E. Giles is kindergartner at Seattle, Wash.

#### ABOUT THE LABOR SONGS.

BY MARY L. LORON.

The Philadelphia Branch of the International Union at a meeting held some time since considered the Labor Songs. Mrs. Grice's paper dwelling on the whole group of Labor Songs was the first on the programme. She said that these songs show the value and dignity of hand labor, this form of activity being the medium between the material and the inner or spiritual. "Educators have reached the conclusion that the use of the hand promotes a corresponding activity of the mind, and by experiment it has been demonstrated that the growth of the brain cells is modified by the use or disuse of the hand."

"The Charcoal Burner" leads to recognition of true worth under an unattractive exterior. "It is a lesson of appreciation. Teach the child that the hand, which is capable of working such wonders, is one of God's greatest gifts; that no other animal has been so endowed; that it closely allies him to his creator, as with it man, in faint imitation, creates out of the seemingly useless or unsightly, things useful and beautiful."

Of "The Wheelwright" the speaker said, "We have the manifestation of the child's readiness for this song, when he takes delight in rolling objects. Show and explain to him how the wheelwright must be exact, how true must be his calculation and accurate his work. Children though unskilled themselves love truth and accuracy; they even prefer the true story, and their ready detection of inaccuracy in any model given them is remarkable. Honesty and truthfulness, typified by the wheel, are necessary in every one as involved in a full rounded character."

In closing, Mrs. Grice suggested that we should not fail to impress the child with the thought that effort is needed for growth, spiritually as well as physically and mentally; that growth is gradual and to attain it, he must "do the best he knows each day."

Miss Emilie Jacobs discussed the first of the songs under the group, "The Charcoal Burner" and "The Joiner." She quoted Dickens' saying that "To strive at all involves a victory over sloth, inertness and indifference," as giving the keynote of the songs. By fostering in the child a respect for those upon whom the work of the world has fallen, from the simple charcoal burner to the skillful joiner, we encourage him to enlist in the ranks of laborers, to himself produce; not to be the passive recipient of the results of the labors of others, but an active member of an inter-dependent society, both giving and receiving. It is not enough to passively avoid evil. He is to so love the good that he will strive to produce what is good. This is character-building.

The child, as a rule, prefers large things and numbers of things. He prizes his five pennies more than a dime. Fröbel would have us not only satisfy the childish desire, but, lest the little one grow to regard quality under the superficial aspect of quantity, show him that the little and the few may be of greater worth than the large and the many; that the small in appearance often includes the truly great.

Mrs. Still was the next speaker. She thought a mother cannot begin too early in life to impress upon the young mind the true dignity of labor, the employment of that most wonderful agent, the hand, in the useful arts.

Through play is the little one to be initiated into the great drama of life; ~~the~~ in the play he is to be led into sympathy and toil.

Miss Irene Hand followed with an interesting paper upon "The Farmyard Gate," "The Garden Gate," and "The Little Gardener."

In connection with the first song it was said, "No sooner does the child enter into the freedom of his play, than he begins to suggest something needful, not for himself as a child, but for himself as the thing he imitates; often, too, suggesting improved plans of action for his mates, viz: 'The ducks ought to go after the leader,' or, 'Johnny ought to give the pony something to eat,' or, 'Johnny ought to pat the pony.' Thus his heart goes out in childish sympathy. Unconsciously he loves the thing he represents and in his tenderness he wants to help it."

When the child recognizes that he has power over the dumb beasts then is the golden opportunity to nourish within him a thoughtful, protecting care for them. In his protection of the things that depend on him, he has learned to hate violence, and to consider that harm done to anything living is done alike to him and the creator.

The member selected to explain "The Wheelwright," being absent through sickness, Miss Constance Mackenzie gave, some of the essential features of the song. Looking back over the group, the whole movement is seen to be an ascending one, from the humble and necessary work of "The Charcoal Burner" to the skilled labor of "The Joiner," the artist artisan.

In "The Wheelwright" we begin to see more clearly that not only does the brain guide the hand, but conscience also should enter into the guiding. To bear the test of good workmanship, the finished product must be complete in all its parts, the hidden or inconspicuous ones being as carefully wrought as those that stand out prominently. Then, when the wheel revolves, there will be no faltering in the smooth turning; no inaccuracy discoverable in this work of a reliable individual.

The important teachings of the song were taken to be, first, that unseen work needs conscience; second, that the apparently insignificant things of life should be performed with strict fidelity.

A pleasant addition to the programme was furnished through the kindness of Miss O'Grady's normal students, who sang two songs, "The Carpenter" and "The Miner," accompanying each with appropriate gestures.

Philadelphia, Pa.



### Dean Williams's Ideas.

*Extract from an Address by Dean C. D. Williams at the Latest Annual Meeting of the Cleveland, Ohio, Day Nursery and Free Kindergarten Association.*

The characteristic and indeed essential idea of the new philanthropy, that is so rapidly growing up among us, is what I may call moral and spiritual sanitation and invigoration by personal contact.

You remember that when the prophet Elisha was called to the dead son of the Shunamite woman, he sent first his servant Gehazi to lay his staff upon the face of the child, but "there was neither voice nor hearing." It was not until the prophet came himself and stretched his warm and living body upon the cold and dead one that there was any impartation of vitality and the child quickened into life.

So we are learning that if we would raise the "submerged classes," enlighten the ignorant, cure the vicious, lift up the fallen, energize the discouraged—in a word, quicken the dead—we must not be content with sending our agents with our alms. We must go ourselves, we must give not only our money but our souls to the work.

This idea attains its fullest and most effective expression in the "social settlement." For the "social settlement" means just this—the bringing of those who have the abilities, the resources, the energies, and the hopes of life into touch with those who know only its needs and wants, its lacks and its deprivations.

Now the question I am to answer is this: How shall the day nursery and free kindergarten work be developed toward this idea? And my first answer is that it is already so developed to a very large degree and in a very real sense, indeed, that seems to me to be the very fundamental and essential thought and purpose of your work; and you are carrying that thought and purpose out in the most effective of ways.

For what are you doing? You are going into the centers of destitution in our city—and I speak not simply nor chiefly of material destitution, but of that far worse destitution, the famine that starves the mind, the heart, and the

soul—and you are building up these true "Bethlehems"—houses of bread. You are gathering in thither the famishing children of the poor—children that are often starving, not so much for bodily sustenance, as for the ideas and activities that feed the intelligence, the love and mothering that nourish the heart, and the great spiritual thoughts and truths that give sustenance to the soul; and you are giving them this bread of the higher life.

That is what the day nursery and free kindergarten are doing. It is a most shallow and inadequate conception which thinks of them simply as caring for the children—giving them good dinners and amusing them with pretty games and so enabling their mothers to work for their livelihood: though if they did only that, they would be of inestimable benefit.

But they are doing far more than that. They are showing these children of the poor what decent, cleanly, cheerful Christian homes are—something they might never know of otherwise. They are training their little fingers into mechanical dexterity and skill. They are forming habits of order and industry. They are teaching them mutual considerations, love and unselfishness through the carefully regulated little social life of the kindergarten.

All that is noble work. But you are doing still more than that. Through the consecrated personality of the kindergartner, the matron, and the lady-visitor, you are bringing these poor and barren lives into vital touch with a richer and more abundant life, and so quickening, invigorating, and inspiring them. I wish all who are engaged in this work could feel that—for that is the essential secret of it all. Back of all your methods, means, manners of work lies the vital power that really does whatever good is done, or at least the highest good that is done—the personality of the workers.

And so your work is in the truest sense the work of the social settlement. You are bringing the people who have the resources, the abilities, and the energies of life into personal contact with those who chiefly know only its needs, and you are doing this for those who are at once the most susceptible to such influence and the most destitute of it ordinarily.

I firmly believe that more is learned in the first six years of life and more character formed than in all the other years put together; and yet that period, particularly among the poor, is unclaimed. unpreempted virgin soil. The state de

nothing for it in the public schools. It is left wholly to the more than questionable influences of the streets and of the homes which often so ill deserve that sacred name. It is this most formative, most neglected period which the day nursery and free kindergarten claim as the field of their operation. And could a better field be asked?

**Another Voice from Brockton.**

As has been intimated, if it is necessary to have kindergartens, it would also be thought necessary to have teachers qualified to have charge of them, and to carry out the idea in conformity with the public school system in which the teachers are educated at the public expense. So in the kindergarten system we should have normal schools for the training of teachers in maternal tenderness, etc., who should have charge of the babies and others of two or three years old, and there would also be an additional requisite of several hundred baby carriages, and perhaps houses to keep them in, all at the public expense.

Let this system, with the many others equally possible, be engrafted upon the public school system of the State, with a continuation of the depressions and unsuccessful business operations of the last five years. The result would very likely be to reduce thousands to conditions of shapeless drudges, and spirits would suffer in sympathy. The more burdensome and oppressive the exactations of government or organized society become, the more will the burden-bearers suffer from loss of health, courage and vivacity. So it may be readily seen that when society becomes top heavy, or in other words when there comes to be such an interminable amount of expensive schemes and appliances which fertile minds are ever ready to unload upon the people, the bearers of the load have to suffer accordingly, and as the crushing process goes on, the remedy becomes as bad as the disease. How many can say it is the hardest time to collect bills they ever saw? People have insurance payments to make or lose all. The many societies which grow no less have claims upon the people and are exacting, and while manual labor in many departments is intermittent and uncertain, who has heard of one salary of the almost endless list of salaried officials being reduced? Rather some have sinecures or perquisites to make smooth and easy their way.

I think it may safely be said that the

running expenses of those best institutions, the churches, have not been reduced one dollar, yet who does not know that the average church goer has so many demands for the dollars that money has to be almost forced from the pockets in order to sustain the churches and the multiplicity of religious or charitable institutions in some way connected with them.

A point that I wish to make is, that it is more important that the homes of the people be made comfortable and happy, than that they should be worn and discouraged from the burden of an endless system, although containing very much that is good. But the more serious and mighty argument is in favor of children receiving their early impressions from their mothers at their homes.  
—*Ira J. Hunt, in Brockton (Mass.) Enterprise.*

**A Letter from Miss Fisher.**

*Editor Kindergarten News:—*

In regard to Professor Scripture's article, entitled the "Bad Eye Factory," let me say that I made no comment whatever upon Professor Scripture's kindergarten observations or experience, during my talk with the reporter of the *Advertiser*. I said, in answer to questions asked, that I was personally grateful to any one who called our attention to possible dangers in kindergarten practice. I certainly believe that some of our occupations might be so modified as to obviate any danger coming from the work without sacrificing what is essential in the occupations. I agree with Professor Scripture that the sewing cards are, as they are commonly used, a tax upon the eyes and nerves. I did not say that the holes are *at present* large enough, but that we *ought to make* them large enough for a very coarse needle and coarse worsted, but that at present the holes are much too fine. I also said that we ought to use coarse weaving and large folding papers, indeed that wherever we can, we should lessen undue tax of every kind. I am very sure that Professor Scripture's interest in the kindergarten is the source of his comments upon some of its aspects, and that his desire to help us by drawing our attention to its dangers, is one which we ought gratefully to acknowledge, and by which we should profit.

Very sincerely yours,  
LAURA FISHER.

*Boston, Mass.*

### The Metropolitan Drift.

If any more evidence were needed as to the longing of women of all classes for broader interests than those commonly accorded to preceding generations, it would be supplied by the avidity with which young women all over the country have taken up the study of kindergarten science.

We see it particularly here in New York. Eight years ago, there were only a few private kindergartens in the city and but one training school for kindergarten teachers. Now, there are ten kindergartens in connection with the public schools, fifteen conducted by the New York Kindergarten Association, twenty under the auspices of the Children's Aid Society, and some seventy or eighty private institutions, besides the two leading ones under the auspices, respectively, of the Teachers' College and the Ethical Culture Society. There are probably a dozen training schools for kindergarten teachers, of which three or four are among the most advanced schools of the kind in America. It is estimated that there are now fully seven thousand children attending the kindergartens throughout the city. These children are of all classes of society, from those of the rich, who attend the private institutions, to those of the very poor of the lower East side who are gathered in from the streets at the ages of three or four years, and are thus rescued from vicious surroundings during the most formative period of their lives.

Practically all of this development of the kindergarten idea in New York has occurred during the past ten years, and chiefly, during the past five years. Before then, while San Francisco, Chicago and St. Louis had taken up the idea earnestly though on a small scale, New York was not alive to its importance. About that time, the New York Kindergarten Association was formed and began to agitate the question of providing better educational influences for children at an early age. Amid the multitude of reforms constantly urged upon the philanthropic public, the kindergarten idea had quite a struggle for recognition. At first, it was very much misunderstood and underestimated by the mothers of New York. Many of them with ample means, but of rather scanty intellectual resources, looked upon the kindergarten as either merely a day nursery where children might be amused and taken care of, or else as an attempt

to prematurely force their little minds with knowledge. It was some time before the conception of the kindergarten as a place of wise environment, gentle culture, and stimulating guidance for the mind of the child, was properly appreciated. But at length, mothers perceived that the kindergarten teacher might be a wise substitute for the ordinary nurse maid and the Irish park policeman as the friend of the child in its earliest years. Now, the battle for recognition is virtually won, and it is merely a question of financial support when every school in New York will have its own kindergarten.—*New York Letter to Wakefield (R. I.) Times.*

### Value of Kindergarten Training in a Business Education.

The world is full of incompetents. In every calling there are but few who can really do their work well. The Kindergarten is the best possible start in a business education that a child can have.

What the distinguished Agassiz called "the American insanity of teaching children to read before they have learned the things signified by words," is avoided. Practicality, common sense, thoroughness and method enter into every detail, because everything is taught in accordance with science. What the world needs to-day in business is not keener intellects but higher morality. Horace Mann well said, that where one man makes a failure because of lack of mental equipment, ten fail because of lack of moral strength. Here the children, in learning the accurate perception of the things with which they play, and their successful manipulation of them to produce effects, also learn lessons in moral integrity, for "order moralizes just in proportion as disorder demoralizes."

I am convinced that a kindergarten course, with its spirits and methods carried into our public schools, would be worth more to our children than our present public school education plus a collegiate course, under the old methods.

Scarce one in a thousand can secure a college training. All of the children, the rich and the poor (the very rich and the very poor need it most), can have a kindergarten training at trifling cost.

If by these higher methods in accordance with the laws of science, which are the laws of God, a better equipment can be placed within the reach of all our children, should we not endeavor to make it available?—*T. E. Bowman, in Topeka Year Book.*

### THE BUFFALO SUMMER SCHOOL.

The School of Pedagogy at Buffalo is planning a kind of work in its summer school, that opens directly after the great educational meeting, which has not heretofore been attempted in summer schools, at least not on the same scale. The afternoon sessions are given entirely to discussion, and the fifteen or twenty instructors, instead of dividing up and going to different classrooms, unite with the entire body of students to hold a pointed discussion on important pedagogical questions. The students of the school are not expected to take part at that time, but are allowed to be present as witnesses. Participation, therefore, will be limited mainly to the corps of instructors. A leader has been appointed for each afternoon. The school will last two weeks, following immediately after the New England Association, and the leaders for the ten afternoons are the following: Nicholas Murray Butler, of Columbia College; Charles De Garmo, of Swarthmore, Pa.; W. S. Sutton, Superintendent of Houston Schools, Texas; C. C. Van Liew, State Normal school, Normal, Ill.; M. V. O'Shea School of Pedagogy, Buffalo; William James, of Harvard; C. A. McMurry, State Normal school, Normal, Ill.; J. W. Jenks, Cornell University; John W. Cook, State Normal school, Normal, Ill.; and F. M. McMurry, School of Pedagogy, Buffalo. The entire afternoon each day will be devoted to one topic. No lectures will be given or papers read, but during each afternoon the views of the leader on an important subject will be expressed in the form of short theses, numbering from six to twelve, and these latter will probably be printed so as to be distributed at the beginning of each session. The subjects the different instructors will have for the afternoon discussions will be as follows: Charles De Garmo, "The Essentials of Good Character Ranked According to Their Relative Value;" M. V. O'Shea, "The Relation of Child Study to Practical Teaching;" W. S. Sutton, "Courses in Pedagogy for a Corps of City Teachers;" C. A. McMurry, "Isolation vs. Unification of Studies;" C. C. Van Liew, "The Culture Epochs in Education;" John W. Cook, "How Keep the Boys Longer in School;" William James, "Formal Mental Training;" J. W. Jenks, "Training for Good Citizenship;" and F. M. McMurry, "The Established Laws Underlying Teaching."

Aside from the persons already men-

tioned, several others, who take part in the forenoon programme, will also be participants in these afternoon discussions, so that probably fifteen or twenty educators who are pretty well known throughout the country will take an active part.

This plan for a summer school has been formed with the belief that there are enough important pedagogical questions and enough men of ability, thoroughly interested in education, to carry on pointed pedagogical debates with profit. If this supposition is correct, the result of this plan will be to unify to a considerable degree representative men from different parts of the country. Points in which they differ will also be brought out so clearly that new problems will be defined which will become topics for future discussions. It is intended at the last session to enumerate, if possible, the chief points of agreement, and likewise those of difference, showing in that way the result of the ten afternoons of debate. At that time also the laws underlying teaching, which those present will be willing to accept as laws, will be enumerated. Herbert Spencer has attempted this task in his second chapter on education, but his enumeration should now be greatly modified, and the number of laws can probably be considerably increased beyond the number that he had in mind. As soon as teachers will accept as laws eight or ten important statements, and reject several of the so-called laws, there is good prospect for pedagogy being more commonly recognized as a science. This plan for a summer school will prove especially profitable to experienced teachers throughout the country who are progressive and anxious to listen to, or take part in, close debates on live educational topics.

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The Robert G. Shaw kindergarten, West Roxbury, Mass., has an able teacher in Miss L. A. Flagg, who is assisted by Miss Earnshaw.

A number of the leading women of Logansport, Ind., have formed a kindergarten association with the following officers: President, Mrs. S. T. McConnell; vice-president, Mrs. J. B. Shultz; secretary, Mrs. A. L. Burbree; treasurer, Mrs. W. T. Wilson. Miss Mary Geneva Nichols was elected kindergartner for the year.

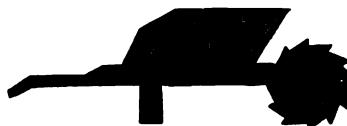
Miss S. L. Marshall is principal of the Charles Sumner kindergarten, Roslindale, Mass. Miss Ida P. Waite and Miss G. A. Randall are assistants.

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Beginning Tuesday July 14, 1896, the National Summer School will offer the following courses :

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## THE BUFFALO MEETING.

There are a good many things regarding this great educational gathering which we should like to tell the readers of *KINDERGARTEN NEWS*, and which they would be glad to know, that have not yet come to our knowledge. But the information which follows, will be interesting and helpful to all kindergartners who expect to go to Buffalo. It has not been thought worth while to reprint the details regarding railroad fares and boarding places which appeared in May, but we will send marked copies of that article to those who may wish to see it. The Eastern trunk lines have now arranged to extend the time on tickets to the National Educational Association at Buffalo to July 31, subject to the following condition:

To secure the extension of time, all tickets must be deposited with the Joint Agent of Terminal Lines at Buffalo on or before July 10. This arrangement of adding two weeks to the time means much for the success of the National Educational Association meeting, as it will enable visitors from the east to take in Niagara Falls, Toronto, Chautauqua and many other points of interest in this vicinity.

The sessions of the Kindergarten Department will be held in Lafayette Church, Lafayette Square and those of the Child Study Department at the Church of Our Father, Delaware avenue, near Niagara Square. The meetings are at 3 p. m., and these are the programmes, revised to date:

## KINDERGARTEN.

President, Miss Amalie Hofer, Chicago, Ill.; vice-president, Mrs. S. H. Harriman, Providence, R. I.; secretary, Miss Wilhelmina T. Caldwell, Denver, Colo.

*Wednesday, July 8.*—The Purpose of the Story in the Kindergarten, Sarah E. Wiltse, Secretary International Kindergarten Union, West Roxbury, Mass. Child Study for Fathers and mothers, M. V. O'Shea, School of Pedagogy, Buffalo, N. Y. Parents' Study Class. Anna K. Eggleston, department of Public Instruction, Albany, N. Y. The Children of our Cities, Mary E. McDowell, University Settlement, Chicago, Ill.

*Thursday, July 9.*—Allies of the Kindergarten Movement, Caroline T. Haven, Ethical Culture School, New York City. Organization. A Social Ideal, An Educational Ideal, Ellen M. Henrotin, President Federation Women's Clubs, Chicago,

Ill. Possibilities of a Kindergarten Club, Bertha Payne, Frébel Association, Chicago, Ill. Descriptive Gesture, with Illustrations, S. H. Clarke, University of Chicago. C. O. Van Liew, Normal, Ill., Miss Frances Newton, Chautauqua Kindergarten Department, and other interesting speakers have consented to join in the discussions.

## CHILD STUDY.

President, Earl Barnes, Stanford University, Cal.; vice-president, O. T. Bright, Chicago, Ill.; secretary, E. R. Shaw, New York City.

*Thursday, July 9.*—Child Study up to Date, Sara E. Wiltse, West Roxbury, Mass. Work of the Illinois Society for Child Study, Francis W. Parker, Chicago, Normal School, Ill. Work of the Minnesota Child Study Association, L. H. Galbreath, State Normal School, Winona, Minn. Child Study in the Tompkins Observation School, Elmer E. Brown, University of California. Paper, William L. Bryan, University of Indiana. Child Study a Part of the Teacher's Art, C. O. Van Liew, State Normal School, Normal, Ill.

*Friday, July 10.*—Methods and Results of Child Study Work at Clark University. G. Stanley Hall, Clark University, Worcester, Mass. What Children Want to Do When they are Men and Women, C. H. Thurber, Department of Pedagogy, University of Chicago. Relation of Child Study to the Work of a City Superintendent, O. B. Gilbert, Superintendent of Schools, St. Paul, Minn. Interests in Childhood, M. V. O'Shea, School of Pedagogy, Buffalo, N. Y. The Result of Child Study in Country Schools, Anna E. Eggleston, Albany, N. Y.

The business headquarters of the Association will be in the court of the New Ellicott Square Building, and the headquarters of the Executive Committee are to be located at the Iroquois Hotel. There will also, in all probability, be an extended display of books and material on the second floor of the Ellicott Square Building. The president of the kindergarten department and a few other kindergartners will be the guests of St. Margaret's school, and the parlors of that institution will be open to the guild during the convention. The business and social headquarters will be at the Women's Union, 86 Delaware avenue.

The Buffalo branch of the International Union extends all necessary courtesies to the visiting kindergartners. Their

committee intends to provide badges, which will be distributed by Miss Perry and Miss Ellis. Visitors who would like to have boarding places secured for them may address Miss O. B. Selkirk, 205 Niagara street, who is secretary of the Buffalo Union, good places being promised at \$1 and \$1.50 per day. Such places have already been secured for one hundred people.

The Women's building is only a few steps from the headquarters of the association. The secretary of the kindergarten department will have her desk in that building, and so will Miss Wiltse, secretary of the International Union. The secretary of the local union and also members of the entertainment committee

will also be present to give information about boarding places and to be helpful to visitors in a general way. All visitors will be at liberty to use the rooms for appointments with friends or as a resting place. The Kindergarten Union of Buffalo and the Buffalo Free Kindergarten Alumnae Association will hold a reception for the visiting kindergartners in the beautiful rooms of the Women's Union. Speaking of this function a correspondent writes: "The formalities will be reduced to the minimum, and a delightful social time is anticipated." The people of Minneapolis are laying their plans to secure the national meeting for 1897. We borrow this schedule from *Intelligence*:—

TABULAR VIEW OF THE DEPARTMENT MEETINGS.

	DATES.	PLACE OF MEETING AND LOCATION.
Kindergarten.....	July 8 and 9	Lafayette Church, Lafayette Square.
Elementary.....	July 9 and 10	People's Church, Niagara Square.
Secondary.....	July 8 and 9	North Presbyterian Church, Main near Chippewa.
Higher.....	July 9 and 10	Aubury M. E. Church, Pearl and Chippewa.
Normal.....	July 8 and 10	Library Building, Lafayette Square.
Art.....	July 8 and 9	High School, Niagara Square.
Music.....	July 8 and 10	Prospect Avenue Church, Prospect and Georgia.
Manual and Industrial.....	July 8 and 9	High School, Niagara Square.
Business Education.....	July 8 and 10	High School, Niagara Square.
Child Study.....	July 9 and 10	Church of Our Father, Delaware Ave. near Niagara Sq.
Physical Education.....	July 8 and 9	St. Stephen's Hall, Franklin and Swan.
Science.....	July 9 and 10	Y. M. C. A. Hall, Pearl and Mohawk.
School Administration.....	July 8 and 10	Women's Union Hall, Niagara Square.

In reading this number of the News do not neglect the first page advertisement of the Boston & Maine Railroad.

We have two branch offices, one at 11 East Sixteenth street, New York City, managed by Henry M. Crist, and the other in the Y. M. C. A. building at Kansas City, in charge of H. O. Palen. We expect to open a third one at Atlanta, Ga., in August, under the care of Edward O. Clark, long employed in our home office.

Subscribers in foreign countries, except Canada, must remit twenty cents for postage, in addition to the regular subscription price in sending for the News,

as it costs that amount to the publishers to send the magazine out of the United States.

*The Christian at Work* has removed from the Times Building, New York City, to the Bible House.

Attention is called to the advertisement on the opposite page of D. Appleton & Co., of their new Mother Play Pictures. These illustrations were exhibited at the Teachers College, in connection with Miss Blow's recent talk there, and they occasioned many favorable comments from the kindergartners who saw them.

At Stamford, Ct., during the past year a grade styled a special primary, but in reality a kindergarten with the most advanced methods, has been conducted in the basement of the West Stamford school building, for the purpose of determining its value before deciding to introduce it universally throughout the schools of the city. Misses Howell and Scofield have charge of this department, which numbers about fifty children.

Miss Louise S. Tuxbury has been appointed as teacher of the Manning kindergarten, Portsmouth, N. H.

How's This!

We offer One Hundred Dollars Reward for any case of Cataract that cannot be cured by Hall's Cataract Cure.

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We publish the following also, uncolored:

1. The Bird's Nest.	7. The Little Gardener.
2. The Wind.	8. The Children on the Tower.
3. The Knights and the Good Child.	9. The Greeting.
4. The Pigeon House.	10. The Family.
5. Fat-a-cake.	11. The Light-Bird.
6. The Fish in the Brook.	12. The Child and the Moon.

Size of pictures 12 x 18. Size of sheet 17 x 23 1-2. Price per dozen \$1.20. Single pictures 12 cents, postpaid.

Sample copy of either will be sent by mail, postpaid, on receipt of price.

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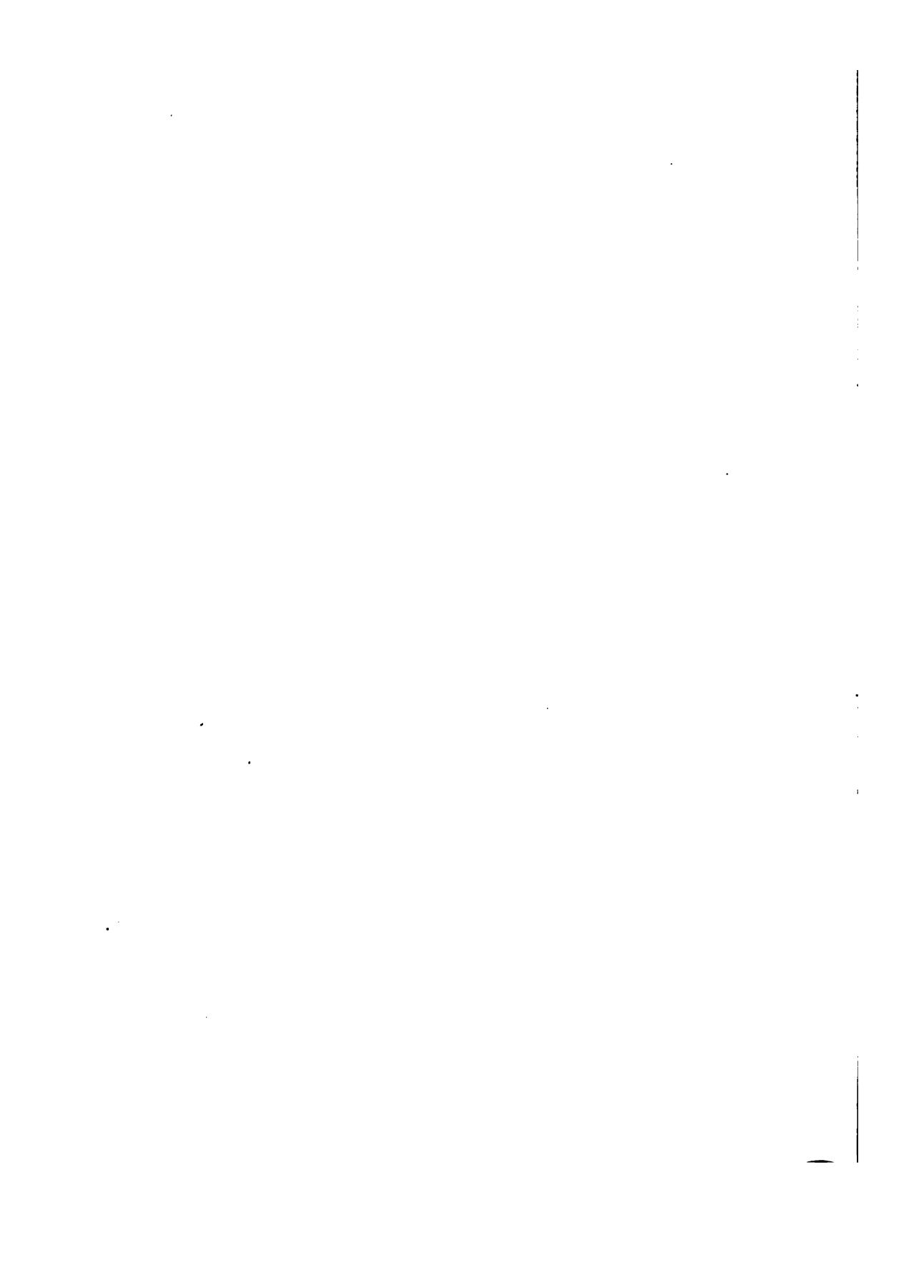
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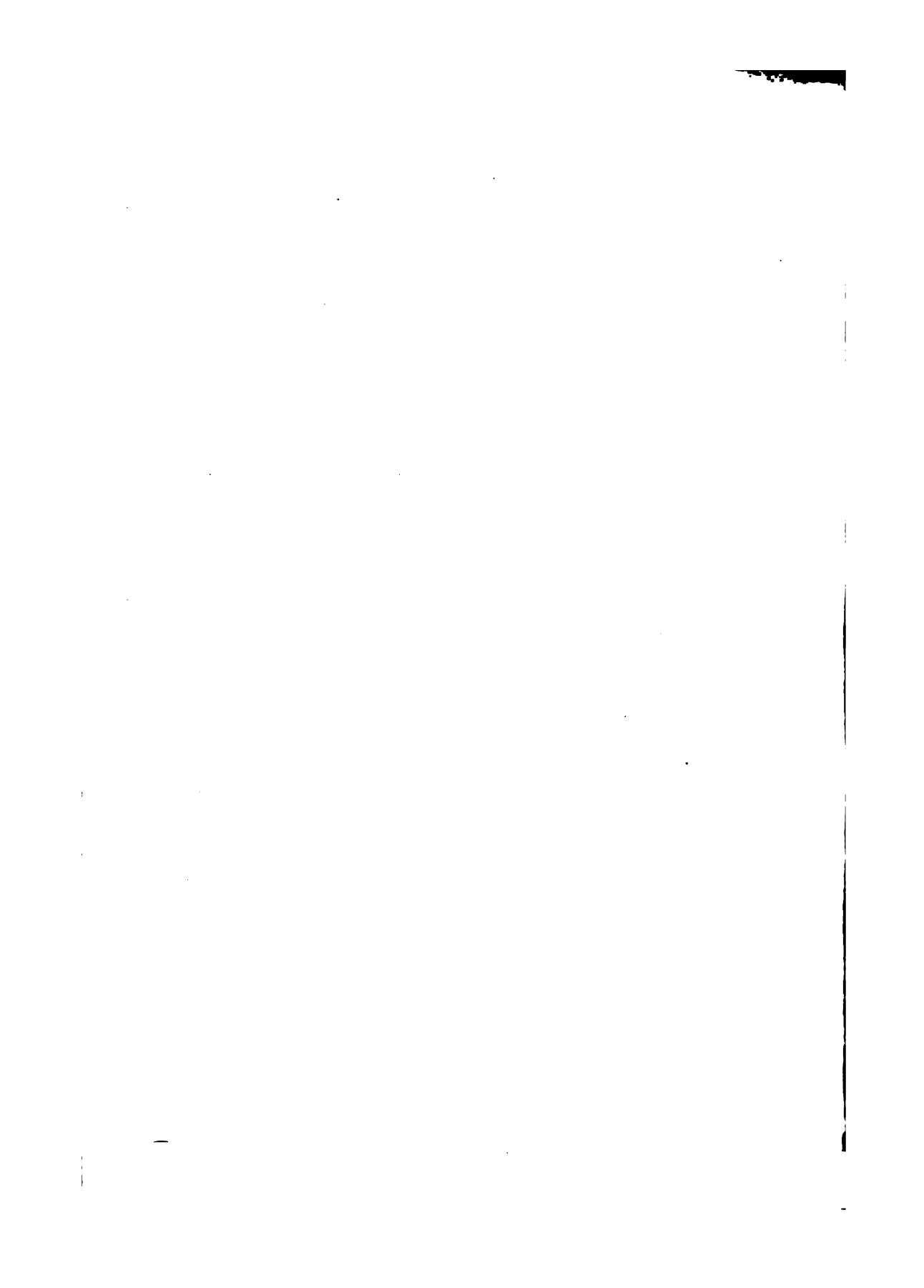
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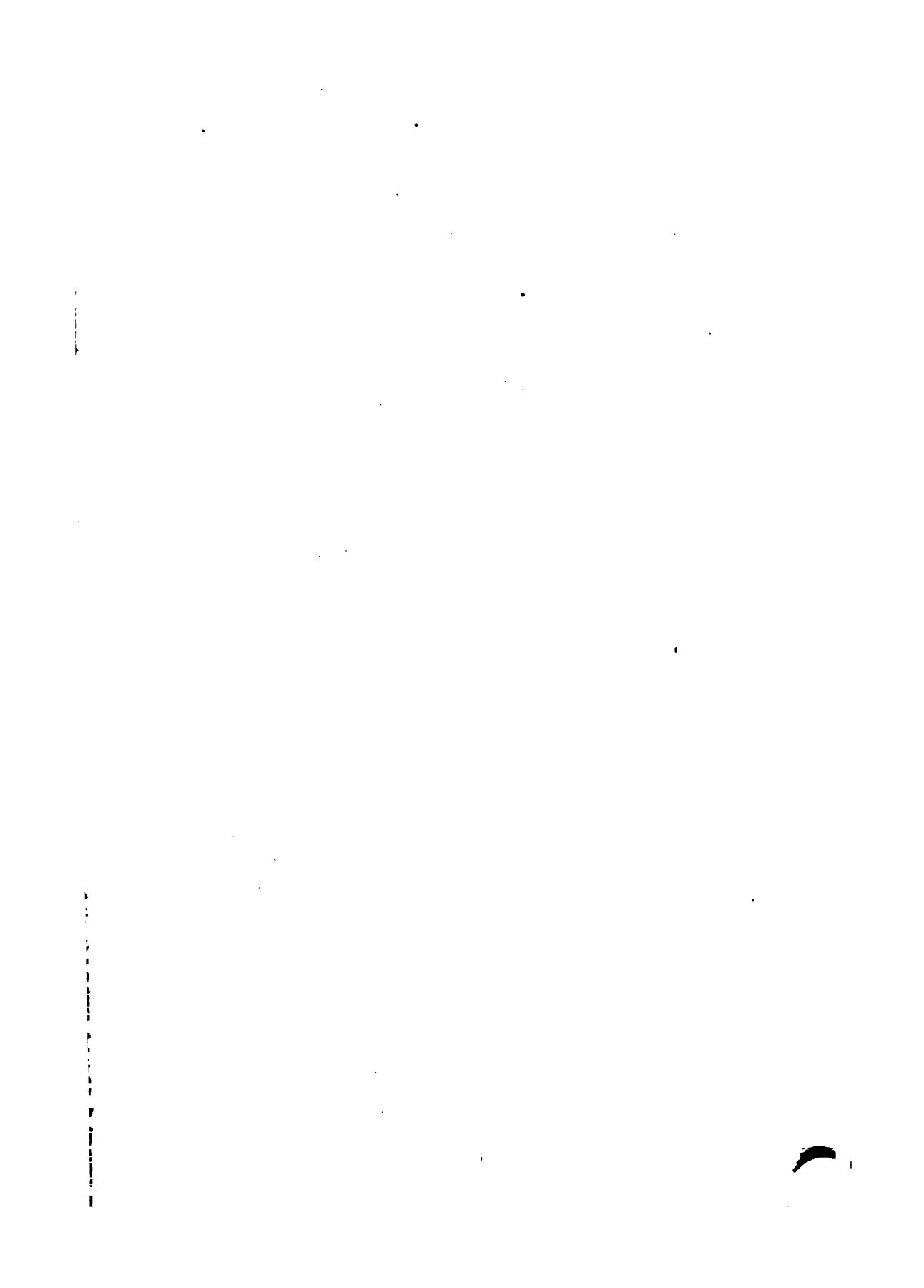
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